

DOCUMENT RESUME

ED 377 804

HE 027 988

AUTHOR Sandler, Bernice Resnick, Ed.
 TITLE About Women on Campus. 1994. Volume 3. Numbers 1-4.
 INSTITUTION Center for Women Policy Studies, Washington, D.C.; National Association for Women in Education, Washington, DC.
 SPONS AGENCY Marriott Corp., Bethesda, MD. Education Services Div.
 REPORT NO ISSN-1061-768x
 PUB DATE 94
 NOTE 82p.
 AVAILABLE FROM National Association for Women in Education, 1325 18th St., N.W., Suite 210, Washington, DC 20036-6511 (\$20 annual subscription).
 PUB TYPE Collected Works - Serials (022)
 JOURNAL CIT About Women on Campus; v3 n1-4 1994
 EDRS PRICE MF01/PC04 Plus Postage.
 DESCRIPTORS *Campuses; College Administration; College Faculty; College Students; Court Litigation; Equal Opportunities (Jobs); *Females; *Higher Education; Legal Problems; Sex Discrimination; Sex Fairness; Sexual Abuse; Sexual Harassment; Women Administrators; Women Faculty; Womens Athletics; Work Environment
 IDENTIFIERS Academic Community; Supreme Court

ABSTRACT

Four issues of a quarterly newsletter address programs, issues, and concerns of women students, faculty and administrators in higher education. Each issue contains many brief reports on events, news, litigation, legislation, and campus programs on the following topics: sexual harassment, working in academe, news from around the campus, sexual assault, women in athletics, and resources (conferences, new programs, publications). Final pages contain Job Line listings of positions open at colleges and universities around the nation. The Winter issue leads with a report on a Supreme Court ruling that makes sexual harassment easier to prove. The Spring issue includes a chronology of important events in the history of sexual harassment education, a section reporting on campus violence, and introduction of a new regular feature on the National Identification Program which identifies and supports women with the potential to advance in higher education administration. The Summer issue includes an article on the Center for Women Policy Studies. The Fall issue contains a money watch section with several reports on damages and legal costs to several institutions in sexual harassment cases. It also contains sections on women in science and women in academe overseas. (JB)

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ABOUT WOMEN ON CAMPUS

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ABOUT WOMEN ON CAMPUS

VOLUME 3 NUMBER 1

WINTER 1994

SEXUAL HARASSMENT

SUPREME COURT MAKES SEXUAL HARASSMENT EASIER TO PROVE

◆ In a unanimous decision made only 27 days after hearing a case, the U.S. Supreme Court has ruled that a person who claims sexual harassment on the job need not prove that she (or he) was psychologically damaged or unable to do her job in order to prove sexual harassment. In the first case to expand upon the court's 1986 ruling on workplace sexual harassment and the definition of a "hostile environment," Justice Sandra Day O'Connor, who wrote the leading opinion, stated, "When the workplace is permeated with 'discriminatory intimidation, ridicule and insult' that is 'sufficiently severe or pervasive to alter the conditions of the victim's employment and create an abusive environment,' Title VII is violated."

Title VII of the Civil Rights Act of 1964 protects employees from discrimination on the basis of race, color, religion, national origin and sex. All educational institutions are covered.

The court noted that while a merely offensive remark may not be sufficient to create a hostile or abusive environment, a discriminatory environment that a reasonable person would find hostile or abusive "can and often will detract from employees' job performance, discourage employees from remaining on the job, or keep them

from advancing in their careers."

Justice O'Connor also wrote that the courts should look at a number of factors to determine whether harassment occurred: frequency, severity, whether the behavior was threatening or humiliating, and whether it unreasonably interfered with the person's work, adding, "But while psychological harm, like any other factor may be taken into account, no single factor is required."

The decision makes it easier for employees to prove discrimination, to reduce the number of cases in which defendants raise the psychological damage issue and where courts allow extensive information about a plaintiff's past and current psychological and medical records.

Teresa Harris, a manager of a truck leasing firm, claimed sexual harassment when the company's president made sexual remarks to her (such as proposing to discuss her salary at a local motel). A lower

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court agreed that the behavior was crude and vulgar but denied it was harassment, because there was no evidence that Harris had been psychologically damaged.

The case, *Harris v. Forklift Systems*, is also important in determining how sexual harassment and a hostile environment affecting students will be evaluated. Both the courts and the U.S. Department of Education (which enforces Title IX, the law prohibiting sex discrimination by educational institutions and which covers employees and students) look to decisions and concepts developed under Title VII.

COURTS AFFIRM TITLE IX COVERAGE OF HOSTILE ENVIRONMENT SEXUAL HARASSMENT

Good News

♦ Two federal courts in California have stated that Title IX, the law that covers sex discrimination in education, covers hostile environment sexual harassment. Although courts have affirmed that Title IX covers harassment when faculty or staff members have pressured students for unwanted sexual activity, these may be the first cases in which the courts have stated that harassment which creates a hostile environment for students is covered by Title IX, which prohibits discrimination on the basis of sex in colleges and universities receiving federal funds.

These two cases, decided before the U.S. Supreme Court decision in *Harris v. Forklift Systems*,

confirm the interpretation of Title IX by the Office for Civil Rights of the US Department of Education. OCR has been interpreting Title IX to cover hostile environment, basing this interpretation on the case law involving sexual harassment developed under Title VII of the Civil Rights Act, which prohibits employment discrimination on the basis of race, color, national origin, religion, and sex.

The first case involved a male teacher in the Berkeley Unified School District who was accused of molesting two female students while he lived with their mother. The students are claiming that the teacher's continued presence in the

school constituted a hostile environment for them. The case, *Patricia H. v. Berkeley Unified School District*, was decided on July 21, 1993, in the U.S. District Court for the Northern District of California.

Bad News

The second case, in the same district, which involved a student who was subjected to harassment by other students in the seventh and eighth grades, alleged that the school did not respond to her numerous complaints about the behavior.

Although the court found that Title IX does prohibit hostile environment sexual harassment, it also stated that in order "to obtain damages under Title IX (as opposed to declaratory or injunctive relief), one must allege and prove intentional discrimination on the basis of sex by an employee of the educational institution. To obtain damages, it is not enough that the institution knew or should have known of the hostile environment and failed to take appropriate action to end it."

Proving "intentional discrimination" in instances of hostile environment discrimination is more difficult than proving that the institution knew or should have known about the problem and taken steps to end it. If upheld by higher courts, this decision would require a higher standard of proof in cases seeking compensation for damages because of *school* hostile environment sexual harassment than is required in cases involving a hostile envi-

ABOUT WOMEN ON CAMPUS

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The Women's Issues Project of the National Association for Women in Education publishes the quarterly newsletter *About Women on Campus* in cooperation with the Center for Women Policy Studies to provide information about programs, issues, and concerns of women students, faculty, and administrators. Association members receive *About Women on Campus* as part of their \$65 membership fee. Individual subscriptions are \$20 for one year and \$35 for two years. Institutional subscriptions are \$28 for one year and \$50 for two years.

ISSN: 1061 768X

Application to mail 2nd class postage rate pending at Washington, DC. Postmaster: Send address change to *About Women on Campus*, 1325 18th Street NW, Suite 210, Washington, DC 20036-6511.

Volume 3, Number 1, WINTER 1994

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The National Association for Women in Education is an independent nonprofit professional organization dedicated to the education and professional and personal development of women and girls. An important force in American education for more than 75 years, the Association is at a crossroads, serving new populations, expanding its services, and developing new and innovative programs to meet the ever-changing needs of women in education.

The National Association for Women in Education does not discriminate on the basis of race, color, national origin, religion, sex, age, affectional or sexual orientation, or disability in any of its policies, procedures, programs, or practices.

Published with support from the Marriott Corporation, Education Services.

ronment for *employees* under Title VII. In the latter, the standard is that the employer knew or should have known of the hostile environment and failed to take action to end it.

The decision in *Jane Doe v. Petaluma City School District*, reached on August 30, 1993, applies only in the area covered by the U.S. District Court for the Northern District of California and does not affect enforcement by the U.S. Department of Education.

SEXUAL HARASSMENT COSTS OVER \$130,000

◆Two Butte College (CA) counselors who complained over a period of several years about harassment from the same supervisor have agreed to a settlement in which each will receive \$65,000, one year's leave with full medical benefits, and stress counseling.

The supervisor has been removed from his job. The California Community College Association and the California Teachers Association played a prominent role in resolving the case, which was the first sexual harassment case filed against a California community college.

STUDENT GETS \$75,000 BECAUSE OF HARASSMENT

◆A student who claimed she had been sexually harassed by the senior vice president for business affairs at the College of Charleston (NC) was paid \$75,000 by a state insurance fund. J. Floyd Tyler, accused of making sexual advances toward the student, denied the allegations and retired shortly thereafter.

THREE TENURED PROFS NO LONGER EMPLOYED

◆Cornell University (NY) anthropology professor Thomas Lynch retired after being found guilty of violating the university's policy on sexual harassment. The professional ethics committee recommended firing, but Lynch retired before the penalty was implemented.

Music professor Einar Jeff Holm is no longer teaching at Ithaca College (NY). A world-renowned cellist, Holm was accused by past and current students of sexual harassment and abuse of power. No further details were forthcoming from the school.

Tenured professor Jiri Valenta of the University of Miami's Graduate School of International Studies was fired by a unanimous vote of the board of trustees. Valenta was accused of sexual misconduct by seven women, including a fellow professor in the graduate school who stated that Valenta threatened to destroy her career if she did not submit to his sexual advances. He was also accused of propositioning other women and grabbing their breasts and buttocks.

MINNESOTA TAKES ON SEXUAL HARASSMENT IN KINDERGARTEN

◆Future college students who come from Minnesota are likely to have a better understanding of sexual harassment than their peers from other states. The Minnesota State Board of Education has approved an elementary and second-

ary curriculum for students from kindergarten through high school, dealing with harassment, especially peer-to-peer harassment.

WORKING IN ACADEME

DISCRIMINATION CASE COSTS HARVARD \$260,000

◆Harvard University has agreed to settle a six-year-old suit filed by Clare Dalton, a law professor who charged she was denied tenure in 1987 because of her gender and her work in critical legal studies.

Dalton's award will go to a new Domestic Violence Institute, which she will head at Northeastern University (MA), where she is a tenured professor. The money from the settlement will be used to train law students in the Boston area, including Harvard students, and to support research. Dalton says she feels vindicated because "Harvard is paying the price for gender discrimination" and that the money is going to "a community of women who suffer the worst kind of discrimination that society can dish out." Dalton is married to Robert B. Reich, Secretary of Labor.

Of Harvard Law School's 57 tenured faculty, only four are women. When Dalton filed her complaint in 1987, there were five tenured women.

**MATH PROF FINALLY WINS
TENURE, STILL FACES
HARASSMENT BY PROFS**

◆Seven years after she became the first person ever to be denied tenure in the University of California at Berkeley department of mathematics, Jenny Harrison has finally won tenure. As a result of a lawsuit filed in 1989, charging the university with sex discrimination, Harrison was asked to reapply for tenure. This time, the tenure review committee consisted of scholars from both Berkeley and other colleges, who recommended that she be given tenure. A campus committee had previously held 80 hours of hearings concerning her allegations and concluded there was no discrimination.

Several professors in her department have attacked her appointment in e-mail messages sent to mathematicians around the country. The vice chancellor met with six professors, asking them to stop the messages, but they claim they are simply setting the record straight.

**PROPOSED ANITA HILL
ENDOWED CHAIR CAUSES
CONTROVERSY**

◆Efforts to establish an endowed chair in the name of Anita Faye Hill at the University of Oklahoma, where she teaches, have met with opposition. Approved 5-2 by the University's regents, the chair, which would provide money for salaries, research, and travel to study the rights of women in the workplace, must be approved finally by the state legislature. A

group of Minnesota women have raised over \$127,000 from thousands of women and men all over the country. The money is required for funding part of the endowment.

Representative Leonard Sullivan (R) has proposed a bill that would limit out-of-state funding for endowed chairs and has proposed ending the endowment program entirely to avoid creating a professorship in Hill's name. The chair is the first of 75 previously endowed to be contested.

Hill challenged Clarence Thomas's nomination to the Supreme Court, accusing him of sexual harassment.

**"QUALIFIED" WOMEN
CHEMISTS HAVE A MORE
DIFFICULT TIME THAN MEN**

◆Women chemists appear to be more vulnerable in the job market than men. According to a survey recently conducted by the American Chemical Society, the unemployment rate for women was 6.3 percent, compared to 3.5 percent for men. Women were over three times more likely than men to be employed part time and were also more likely to be post-docs or on other fellowships.

For further information, contact the American Chemical Society, 1155 Sixteenth Street, NW, Washington, DC 20036.

**UNIVERSITY OF CALIFORNIA
AT DAVIS MEDICAL SCHOOL
CHARGED WITH BIAS**

◆Leigh Segel, a research biochemist at UC Davis Medical School, has charged the school with

gender discrimination. The lawsuit, which focuses on the medical school's hiring policies, claims that women have been steered to "non-secure, non-state-funded professional research positions" while men have been hired for the "secure, state-funded professor" positions, and that "closed hiring practices" have been used.

The suit has been endorsed by the Association for Women in Science and the American Association for University Women's Legal Advocacy Fund, which is helping to support the lawsuit.

For further information, contact the Support Committee for Leigh Segel, c/o Donna Lagarias, 11853 Imperial Avenue, Davis, CA 95616.

**LIFE ON THE OTHER SIDE OF
THE TENURE TRACK**

◆*Life on the Other Side of the Tenure Track* documents the status of non-tenure-track instructional staff at the University of Michigan, where they are nearly one third of the total faculty. Women are 20 percent of the tenure-track faculty but 46 per cent of those not on tenure track.

The report covers the growth of instructional faculty, gender distribution, participation in faculty governance, and responses to the increase in non-tenure-track faculty. Although it does not include recommendations for change, the report nevertheless offers a model for schools wishing to address this issue. Copies are available at no cost from the Faculty Senate Office,

University of Michigan, 4008 Fleming Building, Ann Arbor, MI 48109, or by calling (313) 764-0303.

MORE DADS HELPING WITH CHILD CARE

♦The U.S. Census Bureau reports that one out of five preschool children are taken care of by fathers while their mothers work. Although the study did not ask why fathers provide care, author Martin O'Connell attributed the increase to rising unemployment, high child-care costs, increased part-time or shift work by either parent, and changing social attitudes.

The study surveyed 2,770 mothers in the workplace. Twenty-two percent of the women were managers or professionals.

WOMEN PRESIDENTS ON THE RISE

♦In 1975, only 148 women served as heads of U. S. colleges and universities. By 1992, the total more than doubled to 348, or 12 percent of the total. *Women in Presidencies* summarizes data about these women; the types of institutions they head; their personal, educational, and professional background; how they became presidents; perceptions about their presidency; and their future plans.

Published by the ACE Office of Women in Higher Education, the 115-page book was written by Judith G. Touchton, Donna Shavlik, and Lynne Davis. It is available for \$17.50 from ACE, One Dupont Circle NW, Washington, DC 20036.

GUIDE TO IMPROVING THE CAMPUS CLIMATE FOR WOMEN

♦Published by the Commission on Women at the University of Minnesota, this guide provides an overall plan to improve the campus climate for faculty women. Current university statements, policies, and

resolutions are included, but the bulk of the 95-page booklet consists of easy-to-use resources: tip sheets, checklists, case studies, and strategies for recruiting, building institutional accountability, and implementing commission goals. A short multicultural guide to the Twin Cities communities is also included.

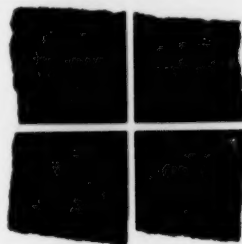
The booklet will be of direct use as well as a model for campuses wishing to develop a similar booklet. Copies cost \$2.50 from the Commission on Women, University of Minnesota, 410 Morrill Hall, 100 Church Street SE, Minneapolis, MN 55455.

TENURE, DISCRIMINATION, AND THE COURTS

♦This book provides a solid overview on reappointment, promotion, and tenure decisions and integrates legal, educational, and personnel perspectives on these issues. Along with specific cases and examples, it also discusses rationales courts use in adjudicating these cases, ways in which colleges and universities can reduce the likelihood of such cases, peer review, confidentiality, and criteria for decisions.

Written by Terry L. Leap, the 213-page book is published by ILR Press, School of Industrial and Labor Relations, Cornell University, Ithaca, NY 14853-3901, and costs \$16.95 in paper.

WOMEN OF INFLUENCE



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AN INTRODUCTION TO THE LAW OF EMPLOYMENT DISCRIMINATION

♦For those beginning to learn about the law or for someone whose knowledge has become rusty, this book provides much useful information. It summarizes federal laws that prohibit employment discrimination on the basis of race, color, religion, national origin, sex, age, and disability. The book briefly discusses such major areas as disparate impact, affirmative action, and the role of intent, and also covers Title VII of the Civil Rights Act, the Age Discrimination in Employment Act, Title I of the Americans with Disabilities Act, and the Equal Pay Act. Title IX, which covers employees as well as students in educational institutions, is not included. The 96-page book, written by Michael Evan Gold, costs \$8.95 in paper and is available from the ILR Press, address at the end of page 5.

DEALING WITH PAY EQUITY

♦*Erase the Bias: A Pay Equity Guide to Eliminating Race and Sex Bias from Wage Setting Systems* is a technical "how-to" manual designed to guide personnel staff, union activists, employees, and others as they examine how their workforce may be segregated by sex and race and determine if salaries for jobs held predominantly by women or people of color are lower because of sex or race.

The 76-page manual plots the steps necessary to conduct a pay

equity study, including how to compare jobs, how to determine if pay differences are due to legitimate factors or to bias, and what to do about all of this. A glossary, bibliography, and appendices are also included.

Written by Lynda Ames, the guide is published by the National Committee on Pay Equity, 1126 16th Street NW, Suite 411, Washington, DC 20036 and costs \$15.99 for nonmembers. Bulk discounts are available.

FAMILY AND MEDICAL LEAVE ACT GOES INTO EFFECT

♦The new family and medical leave act has been in effect for most employers since August 5, 1993. For schools with unions, the date may depend on the collective bargaining agreement. Men and women can take up to 12 weeks of unpaid leave every year to care for newborn or adopted children; to care for children, parents, or spouses who have serious health conditions; and to recover from a serious health condition.

After leave is concluded, the law requires the employer to return the employee to the same or an equivalent job with the same pay, benefits, and conditions.

Institutions with 50 or more employees are covered. Employees are covered if they have worked for the employer for at least one year and for at least 1,250 hours in the previous year. Employers can require medical certification for

leave, and are required to pay employees' health insurance premiums, if they normally do so. Should a worker not return, the employer may be able to recover the cost of the premiums, unless the reason for failure to return to work was continuation of a serious health problem or conditions beyond employee control.

The Act is enforced by the Department of Labor's Wage and Hour Division. For further information, contact the Women's Legal Defense Fund, 1875 Connecticut Avenue NW, Suite 710, Washington, DC 20009, for the following publications:

- *A Guide to Using the Family and Medical Leave Act: Questions and Answers*, a comprehensive look at the law and answers to frequently asked questions, \$4.95.

- *State Laws and Regulations Guaranteeing Employees Their Jobs After Family and Medical Leaves*, \$3.95.

Coming soon!

**A new look for
our newsletter**

FROM AROUND THE CAMPUS

"WOULDN'T IT BE GREAT TO RAPE, PILLAGE AND BURN WITH YOUR BROTHERS...AGAIN?"

◆ So read a fraternity flyer inviting student and alumni members to a mock war with paint-ball games. The invitation was mailed by an alumnus of Lambda Chi Alpha at the University of California at Northridge without the approval or knowledge of either the local fraternity or the national office.

Unlike some fraternities which might justify such a flyer, both the national office and the local chapter of Lambda Chi condemned it. When the flyers arrived, fraternity members complained immediately to the national office, which then reported the flyer to university officials, disavowed it, and promised to apologize to all who received it. A Lambda Chi official at the national office in Indianapolis stated, "Anything that promotes this kind of attitude goes against everything we stand for."

At the same campus, other fraternities had been criticized earlier for offensive songbooks and for a party in honor of "Lupe," a fictitious character who appeared in the songbook as "Lupe, the Mexican whore." Both incidents led to many angry discussions and campus protest marches, which apparently sensitized some members of the Greek community.

STUDENTS PRESS FOR ABORTION COVERAGE

◆ The women's caucus of the law school at Northeastern University (MA) are pressing for student health insurance to cover abortions. The policy covers pregnancy but does not specifically state that abortions are not covered. Students typically are unaware that abortion is not covered until an abortion is sought.

The University's response? Adding a question to its annual fall survey of students to help it decide what to do.

Coverage of abortion varies among institutions. Student health insurance plans at Harvard University and the MIT cover abortion, although at Harvard, students who object to abortion on moral grounds can request a rebate on that portion of the health fee that would pay for abortion.

MASTER'S DEGREES: MORE FOR WOMEN, FEWER FOR MEN

◆ Over the 14-year period 1977 to 1991, the number of women earning master's degrees increased by 27,000, while the number for men decreased by 16,000. Currently, 54 percent of master's degrees are earned by women; in 1977, 53 percent were earned by men.

Although 27 percent of all master's degrees awarded in 1991 were in education, the number of women receiving these degrees has dropped by 18 percent since 1977.

In contrast, the number of women receiving master's degrees in engineering has grown by 390 percent—from 720 degrees in 1977 to 3,529 in 1991. Similarly, the number of women earning master's in business rose from 6,664 in 1977 to 27,489 in 1991, an increase of 313 percent.

With the exception of Asian-American women, who earn fewer master's degrees than Asian-American men, women earn more master's degrees than males who share their ethnicity or race.

The data come from "Trends in Degrees Conferred by Institutions of Higher Education: 1984-85 Through 1990-91" (NCES 93-356), which is available from the author, Frank Morgan, at the National Center for Educational Statistics, 555 New Jersey Avenue NW, Washington, DC 20208, 202 219-1779.

MEDICAL SCHOOL TAKES GENDER SERIOUSLY

◆ When a survey of full-time faculty revealed that gender issues needed to be addressed, the Department of Medicine at Johns Hopkins University School of Medicine responded quickly. Interventions have included:

- A formal evaluation of the status of women by a departmental task force

- Dissemination and discussion of the survey results at meetings of division directors, faculty, and house staff to identify issues and develop support and solutions

• Use of highly respected individuals in the department to lead activities aimed at reducing gender bias

• Establishment of an office of faculty and organization development, directed by a trained professional available for individual consultation

• A monthly colloquium for women faculty and fellows to discuss issues related to gender, including mentoring and professional development

• Half-day sessions for small groups led by an outside consultant

• Development of a guide for criteria for mentoring

• Development of guidelines by the promotions committee for evaluating mentoring by faculty and using mentoring as a key criterion in promotion

• Increased participation of women faculty in planning and running departmental events.

These and other activities are summarized in the summer 1993 issue of "Women in Medicine Update" published by the Association of American Medical Colleges, 2450 N Street NW, Washington, DC 20037-1126. A fuller discussion appeared in *Academic Medicine*, May 1993. For further information, contact Emma Stokes at Johns Hopkins University School of Medicine, 410 614-1211.

SURPRISE! GREEK MEN DRINK MORE THAN ANYBODY ELSE; NON-GREEK WOMEN THE LEAST

♦ Fraternity residents consume an average of 20 drinks a week, compared to the 8 drinks consumed each week by other male students. Women living in sorority houses drink less than fraternity house residents but still consume more than other women. Sorority residents average 6 drinks a week; other women drink only 3.

The CORE Institute for Alcohol and Other Drug Studies at Southern Illinois University defined a drink as 12 ounces of beer, 4 ounces of wine, or 1.5 ounces of liquor. The study was based on a survey of about 58,000 students, including responses from 438 sorority house and 568 fraternity house residents.

The higher incidence of rape during fraternity-related activities may be linked to the higher alcohol consumption. Alcohol is often involved in campus rape.

GENDER DIFFERENCES IN COURSE SELECTION

♦ One campus activity rarely examined in terms of gender differences is course selection. The *Radcliffe News* studied gender distribution in the "Top 10" most popular courses at Harvard. Women's enrollment ranged from a low of 28 percent for "European Intellectual History, 1900 to the Present" to approximately 61 percent for "Chinese Family, Marriage

and Culture." The most popular course, "Principles of Economics," was second lowest for women; only 35 percent of the students were female. The least favorite for women among the four science courses included in "Top 10" were "Organic Chemistry" and "Matter in the Universe."

The figures do not take into account that 41 percent of the undergraduates at Harvard-Radcliffe are women.

LIKE EVERYONE ELSE, VALEDICTORIANS DIFFER BY GENDER

♦ A ten-year longitudinal study of 81 high school valedictorians has revealed several characteristics on which the men and women differ by gender, particularly in intellectual self-esteem and career aspirations. Although the male and female participants earned equally high college entrance examination scores and grade-point averages, and though the women were as successful as men in gaining academic honors, merit-based scholarships, and undergraduate research and teaching assistantships, women experienced a marked drop in intellectual self-esteem, especially between senior year of high school and sophomore year of college. Although 21 percent of the women (in contrast to 22 percent of the men) described themselves as far above average in intelligence as they entered college, not one woman described herself that way in her se-

nior year (compared to 25 percent of the men who did).

A second gender difference, accounting in part for the greater attrition of women from math and science, was women's persistent concern about combining career and family. Many of the women perceived intensive career involvement to be incompatible with family responsibilities. As college seniors, two-thirds of the women (but none of the men) planned to reduce future labor participation because of family.

One group of women aspiring to prestigious professions expected relatively continuous labor force participation; the second group aspired to less prestigious vocations and expected to design their work around future family obligations. The study showed that women who aspired to high vocational levels were separated from less professionally ambitious women by work and family values rather than by ability, family background, and college experiences.

The study, "Academic Achievement—A View from the Top: The Illinois Valedictorian Project," was conducted by Karen D. Arnold. Copies are available from the North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521-1480.

HARVARD MAY OPEN ALL-MALE CLUB TO WOMEN

◆ Undergraduate members of the Fly Club at Harvard University have voted to allow women to join. This is the first of Harvard's nine all-male clubs to do so. The club board must approve the measure, something it turned down in 1989.

Harvard severed its official ties with the all-male clubs in 1986 because they do not admit women. About 5 percent of Harvard's 4,000 male undergraduates are members.

Shortly before the vote, over 200 women students signed a petition urging a boycott of the clubs' social activities. Many of the clubs hold parties where women are welcome, although they may not join the clubs.

A CALL FOR INFORMATION: NEW CLASSROOM CLIMATE STUDY UNDERWAY

◆ The Center for Women Policy Studies has received a second grant to underwrite its new classroom climate project. The Fund for the Improvement of Postsecondary Education (FIPSE) is supplementing funds already received from the Lilly Endowment for the project, which will produce a guidebook describing how differential classroom behaviors toward women and others, along with certain teaching styles and curricula, can create a chilly learning climate for all students. These factors will also be examined for their impact on women of color.

The guidebook will provide individual and institutional strategies to increase the participation of all students, especially women, and to improve faculty evaluation as it relates to teaching style and climate issues.

If you know of resources, research, examples of teaching strategies or institutional strategies, to increase participation of women and other students or have any other related information, write or call Bernice R. Sandler, Center for Women Policy Studies, 2000 P Street NW, Suite 508, Washington, DC 20036, 202 872-1770.

The report will be written by Sandler and Roberta M. Hall, who together wrote "The Classroom Climate: A Chilly One for Women" in 1982.

SEXUAL ASSAULT

SUED FOR FIVE MILLION, COLGATE UNIVERSITY SETTLES CASE

◆ A student who had been gang raped by three male students at a Sigma Chi party has agreed to a settlement with Colgate and the fraternity. Kristina Bruxton charged that the university had been lax in enforcing underage drinking regulations. Terms of the settlement were not disclosed. Under a separate charge, the three men pleaded guilty to criminal charges of sexual misconduct.

TEN REASONS TO OBTAIN VERBAL CONSENT FOR SEX

Antioch College's policy requiring students to obtain verbal consent for each level of sexual behavior has been the subject of countless articles, many of them poking fun at it. Developed by students in the context of Antioch's "community governance," the policy was widely discussed before it was adopted.

One incoming student who learned of the policy at orientation was quoted as saying that if he had to ask, he wouldn't get what he wanted, a remark that unwittingly indicated the value of the policy.

The following may be helpful for those persons, like the incoming student, who need help in understanding *why it makes sense to ask*.

1. Because many partners find it sexy to be asked, as sex progresses, if it's okay.
2. Because sex is better when each partner enjoys what is happening and no one is being forced to do something he or she doesn't want to do.
3. Because if your partner is having a good time and is not forced to do something against her will, she may be more likely to want to see you again. Mutual respect is the best basis for friendship and intimacy.
4. Because forcing sexual activity on another person can violate state and federal laws and your school's policy. In most instances, unwanted touching and fondling is sexual assault.
5. Because it prevents misunderstandings (silence is not a "yes").
6. Because you won't be accused of rape.
7. Because you won't go to jail or be expelled.
8. Because it's better to be safe than sorry.
9. Because if you want to impose your sexual will on someone, your behavior has more to do with dominating that person than with enjoying sexuality and an intimate relationship.
10. Why would you want to have sex with someone who doesn't like what you are doing?

QUICK GUIDE FOR DEALING WITH SEXUAL ASSAULT

♦ *Responding to Sexual Assault on Campus* is a three-part manual which should be helpful to institutions developing or evaluating policies and procedures. Part I introduces the subject; Part II contains a sample policy on sexual misconduct, including procedures and common questions about them and a list of the rights of both the accused and the victim. Part III describes the response procedure for victims of sexual assault and also contains checklists concerning sexual assault procedures to be followed by the dean of students, residence life office, health center, counseling center, campus security, and ombuds. A sexual assault incident report is also included.

Part IV, a guide for administrators, includes checklists on policy, enforcement, education and prevention, treatment and support, and assessment that will be especially helpful in the evaluation of current programs and policies.

Written in clear simple language, the 27-page guide was published by the State Council of Higher Education for Virginia to assist institutions as they address this issue.

Free until supply runs out, from the Council of Higher Education, 101 N. 14th Street, 9th Floor, James Monroe Building, Richmond, VA, 23219.

LOOKING FOR PEER EDUCATION RESOURCES?

♦ Many colleges are finding that student peer educators are among the most effective means of sensitizing students to issues involving sexual assault. *Sex Without Consent* describes peer education, how to get started, training students, and student activities. It also includes a bibliography, sample sexual misconduct policies, sample recruiting ads, table slips, and radio ads.

The 150-page book, written by Toby B. Simon, Associate Dean of Student Life at Brown University, and Cathy A. Harris, a student who founded the Sexual Assault Peer Education program at Brown, is available for \$21.95 plus \$3.00 shipping from Learning Publications, P.O. Box 1338, Holmes Beach, FL 34218-1338. A manual for peer education programs at the secondary level is also available at the same price.

WOMEN IN ATHLETICS

CALIFORNIA TO INCREASE OPPORTUNITIES FOR WOMEN

♦ The California State University System has agreed to substantially increase athletic opportunities for women at 19 state universities (one has no sports programs). As part of a settlement in a case against the system brought by the state chapter of the National Organization for Women, each institution will:

- Increase the participation rates of women and the number of ath-

letic scholarships women receive to within 5 per cent of the proportion of women in the student body by the 1998-99 academic year

- Increase the proportion of its sports budget that is spent on women's programs to within 10 per cent of the proportion of women students within the next five years.

The president of each institution is responsible for compliance with the consent decree and will report to the system board every other year about progress.

NEW HAMPSHIRE TO DO THE SAME

♦ The University of New Hampshire has adopted a five-year plan that will increase the proportion of women to about half the school's athletes and will increase their access to scholarships. Women's crew, golf, volleyball and softball will be phased into varsity status during the five-year period. The plan was the result of discrimination charges.

WOMEN IN THE PIPELINE: COMING UP TO COLLEGE

♦ High school women are making inroads on sports. In 1992-93, 120 female high school students participated in high school football and 541 participated on varsity baseball teams.

An Alexandria, Virginia, Potomac High School kicker, Cheryl Zimmerman, who is also cocaptain of her team, made six of six extra-point tries, and was crowned homecoming queen—at the same game.

Sally Phipps, the first female

student to play for the Boca Raton, Florida, Spanish River High School team, was also crowned homecoming queen.

At least 44 states allow females to participate in high school football. The first girl to play football on a high school team was Luverne Wise, who played on the Escambia County High School team in Atmore, Washington, in 1939.

Male students are also attempting to participate in traditionally female sports. John Williams, a

SEXUAL HARASSMENT ON CAMPUS

THE PROBLEM THAT
WON'T GO AWAY

A special two-part focus of *Initiatives*, the journal of the National Association for Women in Education

Practical resources and information you need now to address this still-pervasive, demoralizing problem—

- Analysis of legal issues by a NOW attorney
- Obstacles to the reduction of harassment
- Uncommon perspectives on harassment—victim, faculty, women of color, researchers, university president
- Harassment in various academic settings and of nonacademic employees
- The need for "new taboos" in the academy
- Results-oriented programs, projects, strategies



To order, send check or money order for \$26.00 to:
National Association for Women in Education
Suite 210, 1325 18th Street NW
Washington, DC 20036-6511
202 659 9330

senior at Liberty High School in Bethlehem, Pennsylvania, had played field hockey on a coeducational team in eighth grade. He made the girls' high school team as goalkeeper, but was later kicked off the team; the school said their policy prohibits boys from playing girls' sports. Williams sued and, after a federal judge ruled he had a right to play, played again as a junior. The decision was overruled by the Third Circuit Court of Appeals and is being appealed to the U.S. Supreme Court.

WOMEN COACHES SUE THEIR INSTITUTIONS

♦ Women's basketball coach Marianne Stanley is suing the University of Southern California for violations of the Equal Pay Act and Title IX, which prohibits sex discrimination in educational institutions. Stanley was fired over a contract dispute; she claimed that she is paid less and receives fewer benefits than the male basketball coach, even though they perform the same duties.

Women's golf coach, Ann A. Pitts, has made similar charges against Oklahoma State University. Pitts' salary was \$35,712; the male coach's, \$63,000.

The charges followed a case against Howard University (DC), in which women's basketball coach Sanya J. Tyler was awarded \$1.1 million in damages.

OFFICE FOR CIVIL RIGHTS TO GET TOUGH ON SPORTS

♦ Long criticized for laxity in enforcement of Title IX, especially

in sports cases, the Office for Civil Rights at the U.S. Department of Education seems to be entering a new phase. OCR head Norma V. Cantu has stated that the office plans to revise its investigators' manual and strengthen its monitoring of institutions that have agreed to correct violations of the law.

OCR was recently criticized for lax enforcement in athletics cases by a report from the Lyndon B. Johnson School of Public Affairs at the University of Texas, Austin. In a case involving Colorado State University, a U.S. District Court judge accused OCR of giving up too easily when Colorado State College did not meet its ten-year-old agreement to increase the participation rate of women athletes.

MALE STUDENTS LOSE SUIT AGAINST UNIVERSITY OF ILLINOIS

♦ When the University of Illinois at Urbana-Champaign dropped its men's swimming team but kept its women's team, eight male swimmers sued, claiming sex discrimination. The university had cut the men's team in order to save money and to improve the balance between men's and women's participation in sports.

A federal judge ruled that the institution's cuts did not discriminate against men and were intended to help the school's female athletes. The decision is under appeal.

COLORADO STATE APPEALS TO SUPREME COURT

♦ Colorado State University has asked the U.S. Supreme Court to

review a lower court decision which ordered the institution to reinstate its women's softball team. Baseball and softball were canceled because of a \$600,000 deficit in the athletics program.

The 10th Circuit Court of Appeals has upheld a lower court's ruling that dropping the team violated Title IX, which prohibits sex discrimination in institutions receiving federal aid.

Should the Supreme Court accept the case, it would be the first sex-bias case in intercollegiate athletics to be heard by the Court.

RESOURCES

WOMEN, CULTURE AND SOCIETY

♦ *Women, Culture and Society*, a new reader from the Rutgers University (NJ) Women's Studies Programs, includes 46 articles from a number of sources. Sections focus on cultural and historical meanings; learning femininity and masculinity; the body and media; the household, the family, and women's work; violence; and reproductive rights and women's health.

Edited by Barbara Balliet and Debra Humphreys, the book is the work of a group of faculty and students who cooperated on preparation of a syllabus that would reflect commitment to multicultural education in a global context. The book is published by Kendall/Hunt Dubuque, Iowa.

LOOKING FOR WASHINGTON INTERNSHIPS FOR WOMEN?

◆ *Preparing to Lead: The College Woman's Guide to Internships and Other Public Policy Learning Opportunities in Washington, D.C.* describes over 100 internships, seminars, fellowships, and other resources for women interested in public leadership. The guide includes research and advocacy internships with nongovernmental organizations as well as internships on Capitol Hill and in the executive branch.

The 136-page guide, written for students by students, is published by the Public Leadership Education Network (PLEN), a consortium of women's colleges aimed at preparing women for public leadership, and costs \$10. Order from PLEN, 1001 Connecticut Avenue NW, Suite 925, Washington, DC 20036-5507.

ASSESSING THE EIGHTIES FOR GENDER EQUITY

◆ Although the University of Wisconsin's *Women on Campus in the Eighties: Old Struggles, New Victories*, examines the status of women in the Wisconsin State System, the 18 essays it contains will be of interest to everyone concerned about equity because the issues they examine are universal. The book covers women's studies, women of color, women with disabilities, disadvantaged women, salary issues, sexist language, and other issues and programs. The fourth in a series on women in public institutions of higher education in Wisconsin, the book could serve as a model for other states or for institutions.

Edited by Marian J. Swoboda, Audrey J. Roberts, and Jennifer Hirsh, the 116-page book is available

for \$5.00 from the Office of Equal Opportunity Programs, 1802 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706.

WHAT'S A WOMAN'S PLACE IN JESUIT EDUCATION?

◆ The fall 1993 issue of *Conversations on Jesuit Higher Education* carries several articles devoted to women in Jesuit Higher Education, exploring issues such as how women's issues fit into the goals of Jesuit education and how women and men can work together. Data about women as administrators and as students are also included.

For further information, contact Rev. John W. Padberg, SJ, The Institute of Jesuit Sources, 3700 West Pine Boulevard, St. Louis, MO 63108.

EDITOR'S CHOICE

Regina Barreca has done it again. She's taken a topic—this time, marriage—and written about it in a fresh and lively manner, with new insights and analysis. *Perfect Husbands (& Other Fairy Tales): Demystifying Marriage, Men, and Romance* draws on academic research, pop culture references, and first-person interviews to examine marriage. Barreca adds her own often hilarious stamp to the material. The book could be used as an enjoyable and enlightening text in courses dealing with women, men, marriage and the family.

Published by Harmony Books, Crown Publishers, *Perfect Husbands* costs \$20.00. Barreca also wrote *They Used to Call Me Snow White...But I Drifted: Women's Strategic Use of Humor*.

Gender-Responsible Leadership: Detecting Bias, Implementing Interventions, a wide-ranging book about gender bias, examines how stereotyped behaviors skew group process, how all of us may unwittingly collude with one gender at the expense of the other, and how gender bias perpetuates the trivializing and depersonalization of women. Although the book focuses on leadership, many of its comments and suggestions are especially applicable to faculty members, as "leaders" in the classroom.

The 293-page book, written by Catherine Herr Van Nostrand, also explores leadership styles. The second half of the book is devoted to numerous intervention strategies aimed at women and/or men that leaders can use to change group gender dynamics.

The paperback edition costs \$21.95 and is published by Sage Publications, 805-499-0721.

Another Way to Document Discrimination

Although surveys are a useful way to document the status of women, they require a good deal of resources to develop, print, distribute, collect, tabulate, analyze, and report. And no matter what the methodology, some people will attack survey results, often because they are uncomfortable with the findings. Sometimes their comments can be defused by acknowledging that the survey is not a perfectly predictive or totally accurate instrument. But even if there are errors, the fact that survey results document *some* discrimination means that the institution must deal with the problem. For example, whether the "true" percentage of students experiencing sexual harassment from faculty and staff is 20 percent or 30 percent does not change the way the institution needs to respond.

Another way to document discrimination is to listen to the voices of women themselves as they describe their experiences. In this approach, women are asked to describe their experiences; names and other identifying information are omitted. An entry might identify a "professor" making a particular statement, rather than "a senior professor in English literature."

Responses are simply reported, without comment, other than a short introduction. They can provide a powerful statement of what some

women experience on campus. Often when people learn of a discriminatory incident, they do not view it as part of a larger pattern but rather as an isolated example, often explained away by particulars: "Old Joe is really out of it, isn't he?". In contrast, when 50 or more incidents are reported, the underlying pattern of discrimination can be more easily grasped. And since the experiences themselves are more powerful than a statistical summary, documentation of women's voices may have more impact than survey results.

Women's voices can be recorded for particular issues: peer harassment, classroom experiences, sexual harassment, sexual assault, women's experiences as nontraditional students, experiences of women of color, women faculty members' experiences with peers, and staff women's experiences.

Sometimes survey results and women's voices can be combined. A survey can include open-ended questions which will elicit examples that can be included with the report of the survey.

Voices of women can be collected by student groups, commissions on the status of women, women's centers, student life personnel and others.

Bernice Sandler, Editor

HOW TO ADVERTISE IN JOBLINE AND ETCETERA

It's easy—and cost-effective—to advertise in the *About Women on Campus* Job Line and Etcetera.

Quarter page (3 1/2" x 5")	\$150
Half page (3 1/2" x 9 1/2" or 7" x 5")	\$200
Full page (7" x 9 1/2")	\$300

We can accept camera-ready display ads or set type from your copy.

For more information or to reserve ad space, call 202/659-9330 or FAX 202/457-0946 or write: *About Women on Campus*
1325 18th Street NW, Suite 210
Washington, DC 20036-6511



Florida International University

**Department of
Public Administration**

The Department of Public Administration is seeking candidates for two full-time tenure-track positions for Fall, 1994. Positions will be filled at the assistant or associate rank, depending on qualifications. Applicants must hold the Ph.D. at the time of appointment.

Specialization is open though candidates with backgrounds in public finance and applied microeconomics, public budgeting, policy analysis, and non-profit management will be given preference. All candidates must be able to teach Master's level quantitative and research methods course work. Associate level applicants should be willing to assume graduate coordinator or other administrative roles.

The Department's teaching and research is multidisciplinary and melds traditional public administration with policy-analytic approaches. Demonstrated skill in working with the users of applied research will be counted strongly.

The Department operates within the School of Public Affairs and Services and offers a research-oriented Ph.D., the MPA (rostered by NASPAA since 1983 and reaccredited in 1990), and the BPA. Florida International University is part of the State University System of Florida, and joined the National Association of State Universities and Land-Grant Colleges in 1992.

FIU is an Affirmative Action/Equal Access/Equal Opportunity employer.

Deadline for complete applications is **February 3, 1994**. Send a resume, three letters of references, transcripts, and a cover letter outlining research and teaching interests to: Dr. Howard A. Frank, Chair, Search and Screen, Department of Public Administration, Florida International University, North Miami Campus, North Miami, FL 33181. (305) 940-5890

COLORADO STATE UNIVERSITY

**Computer Information Systems Department
College of Business**

ASSISTANT PROFESSOR

The Computer Information Systems Department in the College of Business at Colorado State University, established in 1972, invites applications and nominations for the position of Assistant Professor. CSU is a land grant, Carnegie Division I Research University of 21,000 students located in scenic Fort Collins. Fort Collins is a community of 100,000 located approximately 60 miles north of Denver and offers a pleasant climate and abundant recreational opportunities. Numerous technology-driven companies such as Hewlett-Packard, Teledyne Water-Pik, Kodak, Anheuser Busch, and NCR have plants in the area.

The selected applicant should have an earned Ph.D. in an information systems discipline, teaching experience and interest, the ability to produce disciplinary-relevant publishable research, strong desire to pursue funded research, and knowledge of a sufficiently broad combination of leading edge business information technologies. Completed applications consisting of transcripts, resume, letter of application, and three letters of recommendation must be received by February 1, 1994 and materials should be sent to: Dr. John Plotnicki, Chair, Computer Information Systems Department, C115 Clark Bldg., College of Business, Colorado State University, Fort Collins, CO 80523.

Colorado State University is an affirmative action/equal opportunity employer and specifically invites and encourages applications from women, minorities, and persons with disabilities. Equal Opportunity Office, 21 Spruce Hall, Colorado State University, Fort Collins, CO 80523.



WILLAMETTE UNIVERSITY

**DEAN
COLLEGE OF LIBERAL ARTS**

Willamette University invites nominations and applications for the position of Dean of the College of Liberal Arts.

The Dean of the College of Liberal Arts is the chief academic officer of the College and reports to the University President. The Dean is involved in all aspects of the academic program: recruitment, evaluation, and professional development of faculty; curriculum development and academic support; and instructional resource development and allocation. In addition, the Dean works with students to enrich their academic opportunities, serves as a liberal arts spokesperson with external constituencies, and is involved in the overall direction and management of the University as a member of Willamette's Administrative Council.

Candidates must possess an earned doctorate in a liberal arts discipline and have significant teaching and scholarly experience. Some administrative experience in a liberal arts college is desirable. We seek candidates with a vision for working with faculty to strengthen Willamette's position as a highly selective liberal arts university and who can clearly address liberal arts issues such as the integration of teaching and scholarship, and the place of general education in the curriculum.

Located in Oregon's capital city, Willamette University was founded in 1842 and has a long commitment to the liberal arts tradition. The University consists of a College of Law, the Atkinson Graduate School of Management, and a College of Liberal Arts with 1600 undergraduates and 60 Master of Arts in Teaching students. The College is thriving and successful, and enjoys a rich tradition of collegiality and interdisciplinary cooperation.

The position will be available beginning June 1, 1994. Screening of applicants will begin January 3, 1994, and the search will remain open until the position is filled.

Nominations welcomed. Applications must include a letter of interest, a resume, and the names, addresses, and telephone numbers of three references. Address correspondence to: Office of the President, Willamette University, Salem, OR 97331.

*Willamette University is an Equal Opportunity Employer
Women and minorities are encouraged to apply.*

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**CALIFORNIA STATE UNIVERSITY
LONG BEACH**

Invites you to consider the following administrative openings:

**ASSOCIATE VICE PRESIDENT
ACADEMIC AFFAIRS,
ACADEMIC PERSONNEL**

**DEAN, COLLEGE OF NATURAL
SCIENCES & MATHEMATICS**

**DIRECTOR, EDUCATIONAL
EQUITY SERVICES**

**DIRECTOR, EMPLOYEE
RELATIONS**

INTERNAL AUDITOR

Send nominations and inquiries to:
Dr. Karen Alvarado
Director, Affirmative Action
California State University
1250 Bellflower Boulevard
Long Beach, CA 90840-0115
FAX: (310) 985-1680

California State University, Long Beach, in compliance with the Civil Rights Act of 1964 (Title VI and Title VII), Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex, handicap, or age in any of its policies, procedures, or practices; nor does CSULB discriminate on the basis of marital status or sexual orientation. This nondiscrimination policy covers all CSULB programs and activities, including employment.

In addition to meeting fully its obligations of nondiscrimination under federal and state law, CSULB is committed to creating a community in which a diverse population can live, and work, in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, sexual orientation, or other personal characteristics or beliefs.



**SPECIAL ASSISTANT TO
THE PRESIDENT FOR
AFFIRMATIVE ACTION
AND DIVERSITY**

California State Polytechnic University, Pomona, invites applications and nominations for the position of Special Assistant to the President for Affirmative Action and Diversity. Cal Poly Pomona, a public university founded in 1938, is noted for its scenic and historic 1,400-acre campus, once the winter ranch of cereal magnate W. K. Kellogg. The campus is located 25 miles east of downtown Los Angeles in the Inland Valley, one of the fastest growing regions in the country. Cal Poly Pomona's 19,000 (14,600 FTES and 58% ethnic minorities) students are enrolled in 55 baccalaureate and 16 master's degree programs with approximately 900 full-time and part-time faculty. The university is committed to diversifying its faculty and staff, and has made educational equity one of its highest priorities.

Under the general supervision of the President, the Special Assistant to the President for Affirmative Action and Diversity will serve as an advisor to the President regarding issues that support the mission of the university, with focus on affirmative action and diversity. The incumbent will serve as a member of the President's Cabinet and fulfill a wide variety of complex and highly sensitive executive and administrative duties. The incumbent will meet with directors of programs involved in multicultural activities to review and provide policy recommendations to the Cabinet and to the President regarding such programs.

The Special Assistant to the President for Affirmative Action and Diversity will provide the President with policy advice and direction for affirmative action. In this regard, the Special Assistant will provide leadership in the university's efforts to continue, create, implement, and evaluate activities and programs designed to recruit, hire, retain and provide upward mobility to all underrepresented groups and individuals. The incumbent is responsible for developing and overseeing an effective and proactive affirmative action plan for students, staff, and faculty, and is expected to monitor Cal Poly Pomona's compliance programs in response to system-wide, state, and federal regulations. In addition, the Special Assistant will coordinate the affirmative action activities of representatives from each divisional unit (Academic Affairs, Administrative Affairs, Student Affairs, and University Advancement).

The Special Assistant will provide leadership for the university regarding multicultural matters by assisting in the coordination of multicultural activities among university divisions. The incumbent will lead efforts to help create and promote a campus environment where equality, fairness, and tolerance become an integral part of the university's academic, administrative, and social structure. The Special Assistant will assist and advise the President in developing and maintaining contact with the local community on issues that relate to diversity and multicultural affairs. This effort will include contacts with legislators, business representatives, school officials and other community leaders.

The ideal candidate will have a master's degree, with a Ph.D. or J.D. desirable; demonstrated leadership in policy-making related to affirmative action and multicultural affairs; demonstrated experience working with underrepresented groups; demonstrated knowledge of affirmative action/equal employment laws, policies and regulations; knowledge of and sensitivity to individuals from different cultural backgrounds; demonstrated ability to develop, plan and implement an overall affirmative action program within the framework of the special demands of higher education; evidence of understanding, sensitivity, and ability to address the needs of individuals protected by affirmative action guidelines, including but not limited to women and individuals from different cultural backgrounds; and ability to build upon existing guidelines to meet the changing needs of underrepresented groups more effectively.

The university seeks to fill the position by March 1, 1994, but is willing to negotiate a later date as appropriate.

Starting salary will be competitive and commensurate with qualifications and experience. The position includes a broad, attractive benefits package.

Letters of application of nomination should accompany resumes and be sent to:
Special Assistant to the President Search Committee
C/O Dr. Bob H. Suzuki, President
California State Polytechnic University, Pomona
3801 West Temple Avenue
Pomona, California 91768-4020

Nominees for the position will be invited to apply. All candidates must submit a complete formal application, which will consist of the following: (a) a letter of interest, including a statement of how the candidate satisfies the position listed above; (b) a current curriculum vitae; (c) the names, titles, addresses and telephone numbers of five colleagues who can provide current assessments of the candidate's qualifications for the position. Finalists for the position should be prepared to provide three letters of reference upon request. Review of completed applications will begin on December 15, 1993, and will continue until the position is filled.

California State Polytechnic University, Pomona is an Equal Opportunity, Affirmative Action Employer. Women and minorities are strongly encouraged to apply. The university hires only individuals lawfully authorized to work in the United States.



**CALIFORNIA STATE UNIVERSITY
LONG BEACH**

Tenure-Track Openings for 1994-95

College of the Arts

- Associate Dean of the College
 - Art (Art Education)
 - Design (Industrial Design)
 - Music (Music Education)

College of Business Administration

- Accountancy
- Information Systems (Telecommunications)
- Management/Human Resources Management (Strategy/International Management)

College of Education

- Educational Psychology & Administration (Educational Administration)
- Teacher Education (Elementary Methods)

College of Engineering

- Engineering & Industrial Technology (Quality Engineering Technology)
- Civil Engineering (Environmental Engineering)

College of Health & Human Services

- Communicative Disorders (Audiology)
- Criminal Justice (Criminology Theory, Ethics, Juvenile Delinquency and/or Statistics)
 - Health Science (Health Education)
 - Home Economics (Department Chair)
 - Home Economics (Textiles, Clothing & Fashion)
 - Physical Education (Pedagogy)
- Public Policy & Administration (Administrative Management)
 - Occupational Studies

College of Liberal Arts

- American Indian Studies
- Anthropology (Applied Urban Anthropology)
- Asian/Asian-American Studies (Japanese)
- History (California History/Borderlands/Mexico)
- Intensive Learning Experience (Writing Skills Coordinator)
- Intensive Learning Experience (Writing Skills & Black Studies)
 - Political Science (Feminist Theory)
- Romance, German & Russian Languages & Literatures (Applied Spanish Linguistics)

College of Natural Sciences & Mathematics

- Dean of the College
- Biological Sciences (Bacteriology)
- Biological Sciences (Molecular Genetics)
- Science Education

All positions open until filled. Contact departments for detailed information.
CSULB, 1250 Bellflower Blvd., Long Beach, CA 90840, (310) 985-4111

In addition to meeting fully its obligations of nondiscrimination under federal and state law, CSULB is committed to creating a community in which a diverse population can live, and work, in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, sexual orientation, or other personal characteristics or beliefs.

AA/EEO/TITLE IX

CALIFORNIA STATE UNIVERSITY, SAN MARCOS



Dean of Student Affairs

Formally established in July 1, 1989, CSU San Marcos is the twentieth and newest campus of the California State University system. The University accepted its first class of upper-division and post baccalaureate students in fall, 1990, and will accept lower-division students in 1995. There are presently 2500 students and 85 faculty with a growth target of 25,000 students in 2025.

Reporting to the Vice President for Academic Affairs, the Dean manages and directs units which include counseling and psychological services, disabled student services, career services, financial aid, educational equity (educational opportunity program, student affirmative action, upward bound, and student support services), student health, student activities, student governance, alumni services, re-entry services, testing services, commuter services, student discipline, student/faculty relations, and child care.

Candidates should possess an earned doctorate from an accredited institution, either in higher education/student personnel administration (or related area) or a doctorate supplemented by significant experience in the Student Affairs area. Candidates without doctorates may apply but must have completed the degree before assuming the deanship. Other qualifications: a minimum of five years of demonstrated successful increasing responsibility in the programs of Student Affairs; a comprehensive vision of Student Affairs as an integrated part of the University; leadership ability in developing and maintaining effective collaborative working relations with students, faculty, staff, administrators and the community; commitment to and success in issues of educational equity, diversity and multiculturalism; demonstrated commitment to the development of services and programs typically supportive of students' personal, intellectual, and social growth in a dynamic public university and an understanding of how these growth areas interact; evidence of successful experience in the management of complex budgets, long-range planning, and policy development including problem solving and proficiency in organizing and managing complex functions; effective interpersonal and communication skills; awareness of the special needs of and a demonstrated commitment to providing services and programs to a non-traditional age, non-residential student population with a diverse cultural background; understanding of legal issues in Student Affairs.

Applicants should send a letter of interest, a complete curriculum vitae, and names, addresses, telephone and fax numbers of three professional references to: c/o Human Resources, Chair, Search Committee, Dean of Student Affairs, California State University, San Marcos, San Marcos, CA 92096-0001.

To assure full consideration, materials should be received by **December 10, 1993**. Search will continue until the position is filled. CSUSM is an Affirmative Action/Equal Opportunity Employer. The University has a strong commitment to the principles of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minority groups, and people with disabilities.



DEAN
College of Liberal Arts
Oregon State University

Oregon State University invites applications and nominations for the position of Dean of the College of Liberal Arts.

The Dean

The Dean is responsible for maintaining and enhancing the quality of the College, with executive responsibility for college-level strategic planning, for fiscal and personnel management and development, and for advancing the arts, the humanities, and the social sciences.

The College

Central to the mission of Oregon State University, the College of Liberal Arts boasts a tradition of excellence in undergraduate education, along with new initiatives in graduate and international education and extended education. With 200 faculty members in twelve departments and in related interdisciplinary degree and certificate programs, the College enrolls 2600 majors and produces one-third of the university's student credit hours.

The University

Oregon State University, a comprehensive Carnegie I research institution, is Oregon's land-, sea-, and space-grant university. The institution's 11 colleges enroll approximately 15,000 students, of whom 85% are undergraduate students and 11% are international students.

The Community

Oregon State University is located in the heart of the Willamette Valley, one hour's drive east from the Pacific Ocean, and two hours from the crest of the Cascade Mountains. A community of about 45,000 people, Corvallis is a university town with a high quality of life, home to branches of high-tech companies such as Hewlett-Packard and CH2M Hill. The community takes pride in its public schools, recently rated among the best in the Pacific Northwest.

Qualifications

The College seeks candidates with a doctorate or other appropriate terminal degree in a field relevant to the College of Liberal Arts, and distinction in teaching and scholarship consistent with the expectations of the rank of Professor in the College. Candidates should be able to demonstrate a successful record of administrative experience; a strong record of or demonstrated commitment to advancing cultural diversity and equity; and should be supportive of interdisciplinary programs, international programs, innovative teaching and scholarship/creative endeavors. Candidates should have a demonstrated ability to build consensus and to work collegially. Salary will be competitive.

Applications and Nominations

Send a letter of interest that details qualifications for the position and a complete resume by March 4, 1994. Additional information available upon request. Please submit materials to:

Kathleen Moore, Chair
CLA Dean Search Committee
c/o Philosophy Department
Oregon State University
Corvallis, OR 97331-3902
Telephone: (503) 737-2571
Fax: (503) 737-5648

Oregon State University is an equal-opportunity employer and specifically invites and encourages applications from women and minorities, and has a policy of being responsive to the needs of dual-career couples.

MIDDLE EAST STUDIES PROGRAM

The Paul H. Nitze School of Advanced International Studies, a graduate school division of The Johns Hopkins University in Washington, D.C., invites applications for a junior, non-tenured teaching position in Middle Eastern Studies, to commence in July of 1994. The appointment is for three years and is renewable. Position requires broad interests in comparative politics, international relations and modern history of the region. Preference will be given to applicants with a Ph.D., teaching experience and publications and who have a command of one or more of the region's languages.

A letter of application, a curriculum vitae, three letters of recommendation, and samples of publications should be sent to: **Mr. Gerald W. Stover, Director of Human Resources, SAIS, 1740 Massachusetts Avenue, N.W., Washington, DC 20036.** SAIS and the Johns Hopkins University is

SAIS

an Affirmative Action/Equal Opportunity Employer and Educator and encourages applications from people of color and women.

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1. **About Women on Campus** (007-913)
2. **Date of Filing:** October 11, 1993
3. **Frequency:** Four times a year
4. **Office of publication:** 1325 18th St. NW, Suite 210, Washington, DC 20036-6511
5. **General office of publisher:** 1325 18th St. NW, Suite 210, Washington, DC 20036-6511
6. **Project Director:** Dr. Patricia A. Farrant, American College Testing, P. O. Box 168, Iowa City, Iowa 52243
Editor: Dr. Bernice R. Sandler, Center for Women Policy Studies, 2000 P St. NW, 508, Washington, DC 20036
Business Manager: Dr. Patricia Rueckel, National Association for Women in Education, 1325 18th St. NW, Suite 210, Washington, DC 20036-6511
7. **Owner:** National Association for Women in Education, 1325 18th St. NW, Suite 210, Washington, DC 20036-6511
8. **Known bondholder, mortgage, and other security holders owning or holding one percent or more of total amount of bonds, mortgages, or other securities:** None
9. **The purpose, function, and nonprofit status of this organization has not changed during the preceding 12 months.**
10. **Extent and nature of circulation:**

	Average no. during preceding 12 months	Actual no. of single issues published nearest to filing date
A. Total copies printed	3,350	3,500
B. Mail subscriptions	2,800	2,991
C. Total paid circulation	2,800	2,991
D. Free distribution (samples)	100	100
E. Total distribution	2,900	3,091
F. Copies not distributed	450	409
G. Total	3,350	3,500

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Edmonton

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The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal persons, disabled persons, members of visible minorities and women.



GENDER EQUITY IN MATH AND SCIENCE

The sixteen articles in this special two-part focus of *Initiatives*, the award-winning journal of the National Association for Women in Education (NAWE), explore what we can do to increase the numbers of girls and women who take courses in math and science and consider and enter careers requiring skills in these areas. They provide a useful overview of the current situation, details about successful initiatives and programs, models for replication, strategies for recruitment and retention, psychological and sociological perspectives, and suggestions about what remains to be done to help assure access and equity for girls and women.

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ABOUT WOMEN ON CAMPUS

VOLUME 1 NUMBER 2

SPRING 1991

WORKING IN ACADEME AND ELSEWHERE

ARTICLE ON DATE RAPE LEADS TO PROF'S SUSPENSION

♦ A math professor at the University of New Brunswick wrote an article in the student newspaper about date rape and promiscuity. Martin Yaqzan stated, "If a promiscuous girl becomes a victim of an unwanted sexual experience, it would be more reasonable for her to demand some monetary compensation for her inconvenience or discomfort, rather than express moral outrage, or try to arouse emotional response in others of the kind that the word 'rape' evoked in yesteryears." And, "For those [young males] entering a university, the coed residences...do not provide an opportunity for sexual gratification...and therefore the reason and the need for the so-called 'date-rape.'"

The article was denounced by students and faculty, and Yaqzan was suspended with pay, pending a review of his professional duties. President Robin Armstrong stated that, "Free speech does not equal irresponsible speech. Professor Yaqzan has abused his position by excusing and encouraging behavior that is not only unacceptable by the standards of human decency but also subject to criminal charges under the laws of Canada."

The case raises the issue of academic freedom and what limits, if any, can be imposed.

WARNING REQUIRED BEFORE SHOWING SEXUALLY GRAPHIC MATERIALS IN CLASS

♦ The Iowa Board of Regents enacted a new policy requiring faculty members and officials at the University of Iowa, Iowa State University, and the University of Northern Iowa to inform students before showing sexually explicit materials in the classroom. The policy was prompted by two separate incidents.

The first occurred in 1991 when students, parents, and alumni complained about a German film shown in a German class at the University of Iowa. The film, "Taxi Zum Klo" ("Taxi to the Bathroom"), was presented to the class as a landmark in gay filmmaking. The president of the university subsequently issued a public apology.

The second incident occurred in February 1992, when a teaching assistant in the art department at the University of Iowa showed a video by local artists which contained

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NATIONAL ASSOCIATION FOR WOMEN IN EDUCATION ♦ NAWE

three scenes, totaling about 15 seconds, of men engaging in oral sex.

The Regents subsequently enacted a policy requiring each of the three institutions to develop policies to warn students about sexually graphic materials in coursework, stating that the policy was nothing more than a courtesy to students and that the issue never was about whether or not such movies can be shown. Some faculty claimed the new policies are censorship and reflect homophobia.

HOW TO SET UP A SUPPORT COMMITTEE IN SEX DISCRIMINATION LAWSUITS

◆ As a result of a tenure discrimination lawsuit initiated in 1989 against the University of California at Berkeley, a number of men and women developed a support committee for Jenny Harrison, who had been denied tenure in the department of mathematics in 1986. The Support Committee for Jenny Harrison, who finally won her case and received tenure in 1993, waged a vigorous public and legal campaign.

The last issue of the committee's newsletter describes how the support committee was organized, conducted activities, and raised money. For information about how to set up such a committee, contact Charity Hirsch at 510-526-8953 or Patricia St. Lawrence at 510-254-8192.

CAN MALE CLEANERS BE KEPT OUT OF WOMEN'S BATHROOMS?

◆ Apparently yes. A federal court has ruled that a school can restrict male janitors from cleaning bathrooms in women's dormitories. Joseph Hernandez, a janitor at the College of St. Thomas (MN), charged discrimination when he was barred from cleaning the bathrooms in the women's dormitory. The judge noted that the privacy rights of the students took precedence over Hernandez's right to clean the bathrooms, noting that he did not lose any money by not being allowed to do so.

Title VII of the Civil Rights Act, which prohibits discrimination in

employment on the basis of race, color, national origin, religion, and sex, allows such bona fide exemptions based on sex.

MORE UNIVERSITIES OFFER DOMESTIC PARTNER INSURANCE

◆ An increasing number of universities and colleges are now offering health insurance and benefits to domestic partners of lesbian and gay faculty members and staff. The pressure to do so is fueled by the need to attract and retain top-notch faculty and to comply with campus nondiscriminatory policies which sometimes prohibit discrimination on the basis of sexual orientation.

Among the institutions offering domestic partner benefits are Harvard University, Columbia University, Brown University, Georgia State University, Grinnell College, North Dakota State University, New York University Law School, Occidental College, Stanford University, the University of Chicago, the University of Michigan, and the University of Wisconsin at Madison.

Each institution has different eligibility criteria, and type of benefits extended to domestic partners varies. For example, Harvard covers same-sex couples but not heterosexual couples. Couples must register their partnerships formally in Cambridge or another city where registration is legal and sign a document affirming their mutual financial commitment.

Five gay and lesbian employees are suing Rutgers University to obtain health benefits for same-sex couples.

ABOUT WOMEN ON CAMPUS

Women's Issues Project
National Association for Women in Education
Suite 210, 1325 18th Street NW
Washington, DC 20036-6511

Project Director: Patricia A. Farrant
Editor: Bernice Resnick Sandler
Business Manager: Patricia Rueckel

The Women's Issues Project of the National Association for Women in Education publishes the quarterly newsletter *About Women on Campus* in cooperation with the Center for Women Policy Studies to provide information about programs, issues, and concerns of women students, faculty, and administrators. Association members receive *About Women on Campus* as part of their \$65 membership fee. Individual subscriptions are \$20 for one year and \$35 for two years. Institutional subscriptions are \$28 for one year and \$50 for two years.

ISSN: 1061 768X

Application to mail 2nd class postage rate pending at Washington, DC. Postmaster: Send address change to *About Women on Campus*, 1325 18th Street NW, Suite 210, Washington, DC 20036-6511.

Volume 3, Number 2, Spring 1994

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The National Association for Women in Education is an independent nonprofit professional organization dedicated to the education and professional and personal development of women and girls. An important force in American education for more than 75 years, the Association is at a crossroads, serving new populations, expanding its services, and developing new and innovative programs to meet the ever-changing needs of women in education.

The National Association for Women in Education does not discriminate on the basis of race, color, national origin, religion, sex, age, affectional or sexual orientation, or disability in any of its policies, procedures, programs, or practices.

Published with support from the Marriott Corporation, Education Services.

WHY SO FEW WOMEN AT STANFORD?

◆ Compared to the twenty top-ranked universities with which it compares itself, Stanford is third from the bottom in percentage of women faculty and fifth from the bottom in percentage of full professors who are women. The two schools with lower percentages of women faculty are technical schools—Massachusetts Institute of Technology and California Institute of Technology.

So states a report from the Provost's Committee on the Recruitment and Retention of Women Faculty at Stanford University, which used institutional data as well as information obtained from focus groups of junior and senior male and female faculty, questionnaires, telephone interviews, and post-exit interviews of faculty members no longer at the institution.

The report identifies numerous issues, such as the absence of a culture of support including mentoring; the review process and sexual harassment; salary setting and appeals process; summer support; and combining academic careers with family life. Sixteen specific recommendations are included.

The report could be used as a model by institutions examining these issues or developing a similar report. For information, contact the Office of the Provost, Stanford University, Stanford, CA 94305-1684.

INDUSTRY: A NEW SOURCE FOR RECRUITING WOMEN SCIENTISTS

◆ Because female scientists are twice as likely as men to leave indus-

FEMINIST PEDAGOGY

A new compendium of articles on feminist pedagogy appears in the Fall/Winter 1993 issue of the *Women's Studies Quarterly*. "Feminist Pedagogy: An Update" contains some twenty-seven articles dealing with theoretical perspectives, teaching strategies and approaches, curriculum transformation, and issues concerning Black women, anti-semitism, older women, and lesbians. A thirteen-page bibliography and an eight-page bibliography on women of color in early America are also included. For information, write the Feminist Press, City University of New York, 311 East 94 Street, New York, NY 10128.

try for academic or government work, colleges and universities might look to industry to recruit women. A report issued by the National Research Council in January 1994 notes that industry is not very hospitable to women: women doctorates earn 88 percent of the median male salary, there are few accommodations for women with children, and an "old boy" system controls information about job openings.

Women Scientists and Engineers Employed in Industry is available from the National Academy Press, 2101 Constitution Avenue NW, Box 285, Washington, DC 20055. The 144-page report costs \$29.00 plus \$4.00 for shipping and handling.

WOMEN ASTRONOMERS REACH FOR THE SKY

◆ More than 200 women astronomers issued an equal rights proclamation calling on astronomy departments to dismantle barriers and change working conditions that hinder women's advancement. The June 1993 charter has been endorsed by the Association of Universities for Research in Astronomy, which includes 22 universities that operate observatories. Additional endorsements are being sought from the American Astronomical Society, the National Science Foundation, and the National Aeronautics and Space Administration (NASA).

For a copy of the Baltimore Charter (named for the city in which it was drafted), write the Space Telescope Institute, 3700 San Martin Drive, Baltimore, MD 21218.

FEDS FIND UNIVERSITY OF CALIFORNIA AT SAN FRANCISCO UNFAIR TO WOMEN

◆ The US Equal Employment Opportunity Commission (EEOC) has found that the psychiatry department of U-Cal at San Francisco discriminated against women as a class in hiring, promotion, and career advancement. The department had reduced the salary of faculty member Lynn Ponton and later terminated her appointment when it abolished her position as director of adolescent inpatient psychiatry. Ponton is seeking reinstatement and back pay.

FLORIDA STATE UNIVERSITY SUED FOR SEX DISCRIMINATION

◆ The fund-raising foundation at Florida State University, the university itself, and several key administrators are being sued by a former top official of the fund. Loretta Patterson charged that the foundation's board of directors denied her the position of interim director of the foundation and that former president of FSU Dale W. Lick told her, "To be brutally honest, Loretta, there are members of the board who would really be uncomfortable with a woman as president." Lick denies the allegations, as do the university and the foundation.

SEXUAL HARASSMENT

ANITA HILL TO DONATE PART OF ROYALTIES TO FIVE COLLEGES

◆ Anita Hill, whose charges of sexual harassment against Clarence Thomas echoed across the country in 1991, has not forgotten those who supported her. She is planning to specifically honor a number of them by donating royalties from two books she is planning to write to colleges and organizations with ties to her supporters.

Some of the money will go to her own institution, the University of Oklahoma Law School, to support the Anita Faye Hill Professorship, which was created by others to honor her. The donation itself will honor a professor and former dean. Other donations would go to the law schools at Harvard, Yale, and Georgetown and to Spelman College, the latter to

honor its president, Johnnetta Cole. Two churches and two organizations will also receive money.

BOOKLET ON HARASSMENT BURNED AT MIT

◆ When the Massachusetts Institute of Technology distributed a 69-page booklet called "Dealing with Harassment at MIT," about 20 seniors gathered and burned their copies in the university courtyard. The booklet recommends that people "who are offended by matters of speech or expression should consider speaking up promptly and in a civil fashion" and that "people who learn they have offended others should consider stopping and apologizing."

COLUMBIA WON'T, BUT BOSTON U. WILL ACCEPT SWARTHMORE STUDENT ACCUSED OF HARASSMENT, INTIMIDATION

◆ A first-year male student at Swarthmore who was found to have "intimidated" a female student was told that he would be suspended unless he enrolled elsewhere for spring semester and attended counseling sessions, after which he would be allowed to return to Swarthmore. Swarthmore agreed to pay for counseling and for tuition, books, and transportation while the student spent the spring semester at Columbia University. The plan fell apart when the "punishment" became public and Columbia reneged on its acceptance of Ewart Yearwood. Boston University subsequently agreed to admit him.

Yearwood had been accused of entering the woman's room without

her permission and of making "vulgar verbal threats," harassing phone calls, and persistent unwelcome requests for dates; abusive language; and making menacing gestures. He claimed he just wanted to date the female student and that she was flirtatious with him. The student, Alexis Clinansmith, denied his contentions and had complained to Swarthmore officials that he was stalking her, telephoning her repeatedly, and making vulgar threats. Yearwood also violated a college order that he stay 40 feet away from Clinansmith.

Although a 13-hour hearing deadlocked on whether his behavior constituted sexual harassment, Yearwood was charged with intimidation and the disciplinary committee voted to suspend him. After Yearwood threatened to sue, Swarthmore's president made the offer to pay for the tuition, books, transportation, and counseling. Yearwood had been expelled earlier from a prep school because of sexual harassment.

Yearwood, who is Hispanic, was quoted in the *Washington Post* as believing that "socioeconomic differences" between him and Clinansmith caused some of their problems.

Yearwood had a \$20,000 academic scholarship at Swarthmore. Although it is common for schools to suspend students for a period of time and to require them to undergo counseling as a disciplinary measure for violations of student codes, it is unusual for an institution to pay the costs of the student's attending another institution.

Important Events in the History of Sexual Harassment in Education

Compiled by Bernice R. Sandler

1964 Title VII of the Civil Rights Act is enacted, prohibiting discrimination in employment on the basis of race, color, national origin, religion and sex. Educational institutions are largely excluded from its coverage.

1968 The term "sexism" is originated by Margaret Feldman in Ithaca, NY, and is used publicly for the first time in the title of a panel at a 1969 conference at Cornell University.

1972 Title VII of the Civil Rights Act of 1964 is amended to include prohibition of discrimination against employees in educational institutions.

1972 Title IX of the Education Amendments of 1972 is enacted to prohibit discrimination on the basis of sex in federally assisted education programs.

1973 Possibly the first article examining negative aspects of campus teacher/student sex appears in the San Francisco State University student newspaper, *Phoenix*.

1974-75 The term "sexual harassment" is first used by Lin Farley and others at Cornell University.

Mid-1970s The first workplace cases wind their way through the courts, which are asked to decide if sexual harassment is indeed sex discrimination. These cases typically focus on a woman whose supervisor pressures her for unwanted sexual activity. The courts initially do not consider sexual harassment as sex discrimination.

1976 First federal case decided in which a court agrees that sexual harassment in the workplace is a form of illegal discrimination (*Williams v Saxbe*).

Mid-1970s Faculty harassment of college students begins to emerge as an issue.

1977 *Playgirl* publishes "The College Couch," an article about faculty/student

romantic affairs and, although it acknowledges there might be some damage to students, lists ten "tips" to help students attract a professor's sexual attentions.

1977 First charges of sexual harassment against an educational institution are filed under Title IX when Yale University is sued by five students charging sexual harassment. See 1980, *Alexander v Yale*.

1977 Donna Benson, a social science major at the University of California at Berkeley, distributes what may be the first questionnaire on college sexual harassment.

1977 An associate professor of philosophy at San Diego State University is fired after five students accuse him of embracing, fondling, and propositioning them. This may be the first dismissal (or the first publicized dismissal) concerning sexual harassment and a tenured faculty member.

1979 The first report on campus sexual harassment of students is published by Bernice R. Sandler at the Project on the Status and Education of Women.¹

1979 The first guide for elementary and secondary school personnel on student-to-student harassment is published by the Massachusetts Department of Education.²

1979 Surveys on sexual harassment begin to be conducted on a few campuses.

1979 US Supreme Court decides in *Cannon v University of Chicago* that individuals have a right to sue under Title IX even though the statute did not explicitly provide for such action.

1980 Though dismissed, *Alexander v Yale*, the first Title IX sexual harassment case, establishes that Title IX prohibits sexual harassment.

1980 First federal report on college student harassment by faculty is published by the National Advisory Council on Women's Educational Programs.³

1980 The US Equal Employment Opportunity Commission (EEOC) issues sexual harassment guidelines for employers and defines two types of harassment: quid pro quo and hostile environment.

1980-81 First study on peer sexual harassment in high schools.⁴

Early 1980s College campus studies of faculty harassment of students are increasingly being conducted. One of the first is at the Massachusetts Institute of Technology.⁵

1983 The National Association for Women in Education (NAWE) publishes the first special issue of a journal devoted to sexual harassment on campus.⁶

1984 Office for Civil Rights of the US Department of Education issues policy statement (but no guidelines) acknowledging that Title IX prohibits sexual harassment of students.⁷

1984 First book on sexual harassment is published.⁸

1984 Harvard University becomes the first higher education institution to condemn consensual relationships between students and faculty.

1985 One of the earliest, if not the first, guides for teenagers concerning sexual harassment is published.⁹

1986 The US Supreme Court confirms unanimously that sexual harassment violates employment discrimination law and confirms earlier EEOC guidelines by defining two types of harassment: quid pro quo (threats or bribes for unwanted sexual activity) and hostile environment in *Meritor Savings Bank, FSB v Vinson*, holding an environment can be so hostile that it interferes with a person's ability to work. Coworkers as well as supervisors can be responsible for a hostile environment.

1986 First thesis dealing with student harassment is published.¹⁰

1986 The Third Circuit Court affirms a lower court decision, *Moire v Temple University School of Medicine*, which acknowledges, even though the plaintiff lost, that a student could make a claim of sexual harassment under Title IX based on an abusive environment.

1988 The first national report documenting college student-to-student peer harassment, particularly male student harassment of female students, is published.¹¹

1989 Minnesota passes the first law requiring every school in the state to develop and post a policy on sexual harassment, including consequences for violating the policy.

1989 In *Stoneking v Bradford Area School District*, a circuit court rules that a high school girl may sue the district, school principal, and assistant principal for failing to prevent or stop sexual assaults by her band teacher. The student alleged that the administrators knew about previous accusations of sexual abuse by the band teacher and other faculty but failed to take any actions to protect students.

1990 EEOC issues additional guidelines on sexual harassment of employers in light of *Meritor v Vinson*.

1991 A circuit court rules in *Ellison v Brady* that it is what a "reasonable woman" thinks about sexual harassment rather than what a "reasonable man" thinks about it.

1990s The newest arena of sexual harassment is that of student-to-student harassment (particularly male-to-female harassment) in the nation's colleges and elementary and secondary schools.

1991 The Civil Rights Act of 1991 is enacted, allowing employees to recover damages from an employer.

1991 The Minnesota Human Rights Commission approves a settlement of \$15,000 between the Duluth School District and the family of a girl about whom vulgar graffiti had been written on the wall of the boys' bathroom. This may be the first case in which monetary damages are awarded to a student in a hostile environment case involving

other students. The school had not removed from the boys' bathroom increasingly sexually offensive graffiti despite 16 requests from Katie Lyle and her parents. The school agreed to post its sexual harassment policy, to inform every student annually about the policy, and to check bathrooms daily and remove any graffiti promptly.

1991 In *Robinson v Jacksonville Shipyard, Inc.* the court rules that posting pornographic materials at work constitutes sexual harassment and creates a hostile environment.

1991 The Hill-Thomas hearings legitimize sexual harassment as an issue and educate the nation to its effect.

1992 The US Supreme Court rules unanimously in *Franklin v Gwinnett County Schools* that students who experience discrimination, including harassment, can seek monetary damages from their schools and school officials under Title IX.

1992 A Petaluma, CA, high school agrees to pay \$20,000 to a female student who was harassed by other students. Tawnya Brawdy was almost daily teased about her breasts. About twenty to thirty boys would follow her, calling her a cow and shouting "moo, moo."

1993 A Minnesota teenager is awarded \$40,000 from the Chaska School District. Her name was on a list circulated by male students that contained the names of 25 girls and lewd descriptions

of them. The school discouraged discussion about the list.

1993 The Office for Civil Rights at the US Department of Education rules that an Eden Prairie, MN, school district violated Title IX when it allowed a hostile environment to continue on a school bus. A first-grade girl filed charges when kindergarten to fourth-grade boys made lewd and intimidating statements to girls.

1993 A federal district court in California confirms that Title IX covers a hostile environment for students in a case involving a teacher who had been accused of molesting two students while he lived with their mother (*Patricia H. v Berkeley Unified School District*).

1993 In another case in the same district court mentioned in the previous entry, the court finds that student-to-student harassment can constitute a hostile environment under Title IX (*Jane Doe v Petaluma City School District*).

1993 The US Supreme Court rules unanimously that a person who claims sexual harassment in the workplace need not prove that she (or he) was psychologically damaged or unable to do her job because of sexual harassment (*Harris v Forklift Systems*).

1993 The first national study of sexual harassment in the nation's schools is published by the American Association of University Women.¹²

NOTE: A number of important events in the history of sex discrimination in general and sexual harassment in noneducational areas have been omitted from this chronology.

¹Sandler, B. R., "Sexual Harassment: A Hidden Issue," Project on the Status and Education of Women, Association of American Colleges, 1978. Available from the Center for Women Policy Studies, Washington, DC.

²"Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools," Massachusetts Department of Education, Quincy. In 1986, the fourth edition was published.

³Till, F., "Sexual Harassment: A Report on the Sexual Harassment of Students," Washington, DC, National Advisory Council on Women's Educational Programs, 1980.

⁴Conducted by Nan Stein for the Massachusetts Department of Education with assistance from the Alliance Against Sexual Coercion.

⁵"Barriers to Equality in Academia: Women in Computer Science at MIT," prepared by female graduate students and research staff in the Laboratory for Computer Science and the Artificial Intelligence Laboratory at the Massachusetts Institute of Technology, 1983.

⁶*Journal of the National Association for Women Deans, Administrators, and Counselors*, Volume 46(2), 1983. Edited by Patricia A. Farrant.

⁷"Sexual Harassment: It's Not Academic," US Office for Civil Rights, Department of Education, Washington, DC, 1984.

⁸Wright Dzeich, B. and Weiner, L. *The Lecherous Professor: Sexual Harassment on Campus*. Boston: Beacon Press, 1984.

⁹School of Education, University of Michigan. "Tune In To Your Rights. A Guide for Teenagers About TURNING OFF Sexual Harassment." 1985.

¹⁰Salkind, E. J. "Can't You Take a Joke?: A Study of Sexual Harassment Among Peers." Master's thesis, Sloan School, Massachusetts Institute of Technology, 1986.

¹¹Hughes, J. O'G. and Sandler, B. R., "Peer Harassment: Hassles for Women on Campus." Published by the Project on the Status and Education of Women, Association of American Colleges, 1988. Now available from the Center for Women Policy Studies, Washington, DC.

¹²*Hostile Hallways: The AAUW Survey on Sexual Harassment in American Schools*.

**CALIFORNIA RULES THAT
CAMPUS SEXUAL
HARASSMENT IS COVERED
BY STATE FAIR
EMPLOYMENT AND
HOUSING LAW**

♦ A ruling by the California Fair Employment and Housing Commission states that students and faculty are protected from sexual harassment under the state's fair housing law. This is the first time the commission has ruled that colleges and universities are subject to the provisions of the law, holding that educational institutions are "businesses" and therefore subject to the law which forbids sexual harassment by businesses.

The case involved a former graduate student at the University of California at Berkeley who accused a lecturer of sexual harassment. Although the student lost the case, the ruling holding institutions responsible under the fair housing law opens up a new way for students and faculty in California to file charges alleging sexual harassment. It is not known whether other states, many of which have a similar law, will follow with similar interpretations.

AROUND THE CAMPUS

MORE WOMEN GOING TO WOMEN'S COLLEGES

♦ Applications to the 84 women's colleges across the country are at a 12-year high of 98,000, up from 82,500 in 1981. In contrast,

applications to private coeducational institutions have remained relatively stagnant during the same period.

Women's colleges enroll 2.5 percent of the 7.6 million women in two-year and four-year institutions. Although the number of women's colleges had been declining for years, from 298 colleges in 1960, that decline seems to have been stemmed recently. Women's colleges typically engage in aggressive marketing campaigns which often point out that their institutions produce a larger proportion of PhD's and leaders in government and business. For example, 24 percent of the women in congress are graduates of women's colleges, a much higher percentage than that for women who graduated from coeducational colleges.

Girls' high schools are reporting a similar surge in applications.

WOMAN FINALLY BREACHES WALL OF CITADEL

♦ On January 20, 1994, Shannon R. Faulkner began classes at The Citadel in Charleston, SC, becoming the first woman to attend day classes with men. The Citadel has been an all-male institution for 151 years.

Faulkner applied to the Citadel and was accepted on the basis of a high school transcript which did not reveal her gender. When the school learned she was female, it rejected her application.

Faulkner sued, challenging the school's all-male admissions

policy. In August 1993, a federal judge ordered The Citadel to allow Faulkner to attend day classes while her lawsuit made its way through the courts. The college appealed to the Fourth Circuit Court and then obtained a temporary stay by Supreme Court Chief Justice William H. Rehnquist, which he set aside a few days later.

Faulkner can only attend day classes, may not march or eat with the cadets, and must live off campus. Day classes enroll approximately 1,964 male cadets, while more than 1,600 women attend evening classes. Men enrolled at the college can attend graduate-level classes and courses at other institutions with women.

The Citadel and Virginia Military Institute are the only all-male state-supported military colleges. VMI's admissions policy is also being challenged in the courts.

STEEP DROP IN WOMEN'S APPLICATIONS TO MBA PROGRAMS

Although the number of undergraduates planning to major in business has plummeted to a third of those who had such plans in 1987, the number of women planning to major in business has dropped even more steeply: from 20 percent of first-year female students in 1987 to 12 percent in 1992.

WOMEN IN ATHLETICS

MALES DO NOT HAVE RIGHT TO PLAY ON FEMALE TEAMS

The US Supreme Court, without comment, turned down an appeal from a high school student who said he was barred from playing girls field hockey. The suit was brought on constitutional grounds; the student claimed his equal protection rights were violated. School district policy at Liberty High School in Bethlehem, PA, barred males from playing on female teams, although females are allowed to play on male teams.

The case did not involve Title IX, which allows schools to bar males from all-female teams.

ETHICAL CODES CONCERNING COACHES AND SEXUAL HARASSMENT

◆ In September 1993, a new code of ethics and conduct for coaches developed by the American Swimming Coaches Association went into effect. The code has three articles forbidding sexual misconduct and sexual relationships with swimmers.

A month later, University of Florida swimming coach Mitch Ivey was fired because of allegations that he sexually harassed several of the swimmers he coaches and has a history of having sexual relationships with them. Ivey is married to a former student swimmer he had coached.

The Women's Sports Foundation recently appointed a commit-

tee to investigate the ethics of relationships between coaches and athletes. The committee is chaired by Don Sabo, a sports sociologist at D'Youville College in Buffalo, NY.

SUPREME COURT TURNS DOWN COLORADO STATE'S APPEAL

◆ In the first college case involving sex discrimination in athletics to reach the US Supreme Court, the court refused to hear an appeal in a case where lower court rulings required Colorado State University to restore women's softball as a varsity sport.

In 1992, Colorado State decided to drop both men's baseball and women's softball. Members of the women's softball team argued in court that elimination of their sport would violate Title IX, the federal law which prohibits discrimination in education, including athletics. Both the district court and the court of appeals agreed. The Supreme Court's decision is final. The court had no comment on its refusal to review the case. At the time the suit was initiated, although Colorado had eight women's and seven men's varsity teams, 77 percent of the funds spent on intercollegiate athletics went to men's teams.

The case is one of three in which federal appeals courts have upheld lower court decisions to reinstate or add varsity women's teams. The other cases involved Colgate and Brown.

CORNELL AGREES TO REINSTATE TEAMS

◆ A week after the Supreme Court refused to review the Colorado State case, Cornell University agreed to reinstate women's gymnastics and fencing as varsity sports, rather than take on a full-scale legal struggle which it might well lose. Nine women athletes had brought a lawsuit against the university when the programs were cut, along with men's fencing and freshman football. The men's sports will not be reinstated.

CUTTING FOOTBALL TEAMS: ANOTHER WAY TO BRING ABOUT EQUITY

◆ The six presidents of the Patriot League, which plays football in the National Collegiate Athletic Association's Division I-AA, have set up a committee to explore the idea of reducing football squad size as a way of saving money and increasing women's sports. Some teams have as many as 120 players. Earlier the league passed a rule to cap at 90 the number of athletes who may participate in preseason football practice.

SHOULD FOOTBALL BE PROTECTED BECAUSE IT SUPPORTS OTHER SPORTS?

◆ The myth that football revenues support men's and women's sports is just that: a myth. According to the Women's Sports Foundation, only 70 of the 524 National Collegiate Athletic Association football teams break even or make a profit. The number may be even lower, since the cost of stadium

maintenance and security is often not included in athletic budgets. Other costs may also not be listed.

ANOTHER WOMEN'S COACH SUES FOR EQUITY

♦ The women's basketball coach at the College of Mount St. Joseph (OH) is suing the institution, claiming that she lost the position of athletics director when she complained that women's sports had less priority than men's. Tommie Jean Dowell's suit follows suits by other women coaches against Howard University, Oklahoma State University, and the University of Southern California.

RESOURCE

♦ Although aimed at high schools, *Gender Equity in Athletics* may be helpful to colleges and universities developing materials for evaluating their own programs. Most of the 172-page book describes Title IX, the law which prohibits sex discrimination in education. It focuses on how to conduct a self-review, including summary charts for each of the Title IX equity components: accommodation of interests and abilities, equipment and supplies, scheduling of games and practice time, travel and per diem allowance, coaches, locker rooms, practice and competitive facilities, medical and training facilities and services, publicity, support services, and factors such as athletic fees and awards, tutors/special needs, postsecondary recruitment, and sexual harassment.

Appendices include resource and reference information, model student interest survey, grievance procedure, sexual harassment policy, and other information. The book was written by the Minnesota State High School League with technical assistance from the Minnesota State Department of Education and is available from the league at 2100 Freeway Boulevard, Brooklyn Center, MN 55430-1735. Cost: \$35 plus \$5 postage.

CAMPUS VIOLENCE

SEXUAL VIOLENCE: FACTS AND STATISTICS

♦ Everything and more than you wanted to know about sexual violence may be in *Sexual Violence: Facts and Statistics*, an 80-page book that presents current information and statistics on a number of issues. Topics include acquaintance rape; AIDS and sexual assault; child sexual abuse; economic costs of sexual violence; pornography; pregnancy, abortion, and sexual assault; prostitution; ritual sexual abuse; self-defense; sex offenders; sexual assault of adults; and sexual harassment.

Published by the Illinois Coalition Against Sexual Assault, the \$12 book answers many of the questions most frequently asked about sexual assault and includes a list of references for each section. Available from the Coalition at 123 South Seventh Street, Suite 500, Springfield, IL 62701.

TRANSFORMING A RAPE CULTURE

♦ Defining a rape culture as one which knowingly or not perpetuates models of masculinity, femininity, and sexuality that foster aggression, violence, and fear, *Transforming a Rape Culture* presents ways to make fundamental changes in that culture.

Editors Emilie Buchwald, Pamela Fletcher, and Martha Roth invited over 30 women and men to contribute essays that explore models and processes for change. Contributors include activists, theologians, policymakers, and educators who cover a wide spectrum of strategies to educate boys and girls, end sexual harassment in schools, redefine masculinity and femininity, and break the link between cruelty and sexuality. The intersection between race and gender is also addressed.

The 467-page book is a powerful compendium of information and strategies to change the lives of readers and our society. It should be useful to those dealing with campus rape and as a textbook. Published by Milkwood Editions, 430 First Avenue North, Suite 400, Minneapolis, MN 55401, the book costs \$23.95. Milkwood is a non-profit publisher.

RESOURCES

LOOKING FOR HELP? FOR RESOURCES? FOR INFORMATION?

◆ *Resourceful Women* may have the answer. It contains information about hundreds of organizations, publications, videos, programs, and services targeted toward women, covering many issues such as health, aging, education, global issues, history, sports and recreation, work, youth, booksellers, spirituality, sexuality, politics, and kinship.

Short profiles, commentaries, fiction, and poetry accompany each section. The 833-page book can be used for self-help and referral and as a way to track down sometimes hard-to-find information. Higher education is covered in both the education and work sections. From Visible Ink Press, \$17.95.

WHO'S WHERE AND DOING WHAT

◆ That's the title of a new directory published by the National Council for Research on Women. The directory contains nearly forty pages of names of persons who are individual council affiliates, researchers, and staff working at council member centers. In addition to title, address and phone/fax, profession/work, and interest/expertise are listed. The 73-page booklet is indexed by state, profession/primary work, and interest/expertise. A list of the council's member centers is also included.

Who's Where and Doing What: a Directory of the National Council of Research on Women is available from the council at 530 Broadway, 10th floor, New York, NY 10012 for \$8.00. To be included in the directory as an individual affiliate, contact the council.

LOOKING FOR MATERIALS ON WOMEN WITH DISABILITIES?

◆ Eleven books on women's experiences with disabilities are reviewed in the Summer 1993 issue of *Feminist Collections: A Quarterly of Women's Studies Resources*. The books cover specific disabilities such as deafness and paraplegia as well as other issues: pregnancy, sexuality, and the experiences of disabled women. Two books cover disabled women in the non-Western world.

Also described in the same issue are six videos and films, five periodicals, and a directory of services for women and girls with disabilities. *Feminist Collections* is published by the University of Wisconsin System Women's Studies Librarian, 430 Memorial Library, 728 State Street, Madison, WI 53706. Subscription rates vary for individuals and institutions and those affiliated with the University of Wisconsin system. For further information, call 608-263-5754.

SUMMARY OF TITLE IX REGULATION

◆ "An Annotated Summary of the Regulation for Title IX Education Amendments of 1972" ex-

plains what Title IX requires schools to do. Title IX prohibits sex discrimination in educational institutions receiving federal assistance. The 6-page booklet summarizes each section of the regulation; it costs \$1.50 and is available from the Mid-Atlantic Equity Consortium, Inc., Publication Department, 5454 Wisconsin Avenue, Suite 1500, Chevy Chase, MD 20815. Bulk rates are available. The publication was developed by the National Organization for Women Legal Defense and Education Fund in conjunction with the consortium.

A similar annotated analysis of the Title IX regulation is also published by the Center for Women Policy Studies. The 13-page paper also includes a partial list of actions institutions must take and an appendix covering athletic issues. "The Restoration of Title IX: Implications for Higher Education" can be ordered for \$5.00 from the center at 2000 P Street NW, Suite 508, Washington, DC 20036. Bulk rates are available.

NEW YORK STATE TAKES ON GENDER EQUITY ISSUES

◆ The New York Board of Regents approved an action plan to bring about equity for women. *Equal Opportunity for Women: Regents Policy Paper and Action Plan for the 1990's* contains 16 major goals, each of which names the entities responsible for implementation, describes outcome indicators (how to measure progress), and includes a timeline. The 54-page re-

port covers education at all levels and includes a background paper which describes numerous barriers and provides information and data about the status of women and girls. A short bibliography is also included.

Copies can be obtained from the New York State Education Department, Office for Planning, Research and Support Services, Albany, NY 12234.

LOOKING FOR FILM AND VIDEO RESOURCES FOR CLASSES OR PROGRAMS?

♦ Women Make Movies may be of help with their 1994 catalogue which lists approximately 350 films and videos covering a wide range of women's issues, including sex equity, women's movement, violence, health, gender, global perspectives and cultural identity, and arts.

A nonprofit organization, Women Make Movies is multicultural and multiracial and produces, promotes, distributes, and exhibits films and videotapes by and about women. It also provides some production assistance and maintains a Women of Color

Database listing women of color who make videos and films.

To obtain the free 80-page catalogue, contact Women Make Movies, Inc., 462 Broadway, Suite 500, New York, NY 10013.

MAKING MEDICAL SCHOOLS BETTER FOR WOMEN

♦ *Building a Stronger Women's Program II: Enhancing the Educational and Professional Environment* does exactly what it sets out to do. It provides information and strategies to help medical schools bring about greater equity for women students and faculty. Chapters address activities and function of a women liaison officer, sexism, salary equity, parenting and flexibility issues, professional development and leadership, and women's health curricula. Each chapter has a short bibliography, includes examples from medical colleges, and lists additional resources.

The 108-page book is published by the Association of American Medical Colleges, 2450 N Street NW, Washington, DC 20037 and costs \$10 plus \$4.00 for shipping and handling.

GENDER EQUITY IN MATH AND SCIENCE

The sixteen articles in this special two-part focus of *Initiatives*, the award-winning journal of the National Association for Women in Education (NAWE), explore what we can do to increase the numbers of girls and women who take courses in math and science and consider and enter careers requiring skills in these areas. They provide a useful overview of the current situation, details about successful initiatives and programs, models for replication, strategies for recruitment and retention, psychological and sociological perspectives, and suggestions about what remains to be done to help assure access and equity for girls and women.

Published in 1993

Two issue set: \$26.00 (postage included)

All orders must be prepaid.

Order from NAWE at the address on outside back cover.

HOW TO ADVERTISE IN JOBLINE AND ETCETERA

It's easy—and cost-effective—to advertise in the *About Women on Campus Job Line and Etcetera*.

Quarter page (3 1/2" x 5")	\$150
Half page (3 1/2" x 9 1/2" or 7" x 5")	\$200
Full page (7" x 9 1/2")	\$300

We can accept camera-ready display ads or set type from your copy.

For more information or to reserve ad space, call 202/659-9330 or FAX 202/457-0946 or write: *About Women on Campus*
1325 18th Street NW, Suite 210
Washington, DC 20036-6511

AWOC Editor Bernice R. Sandler is a Senior Associate at the Center for Women Policy Studies. She speaks and consults with colleges and universities about sexual harassment, classroom climate, and other women's equity issues.

A New Regular Feature

The National Association for Women in Education and the ACE Office of Women in Higher Education are working to forge a closer alliance between NAWE State Associations and the National Identification Program (NIP) State Network. Recognizing that NAWE is the only association in higher education that focuses on the concerns of women educators, the Office of Women and the NIP Board are encouraging network participants interested in the benefits of affiliation with a professional membership organization to join NAWE at the state or national level or at both.

As a first step in the process of building bridges between NAWE and the NIP, *About Women on Campus* will regularly feature news about NIP. The notes in this issue were prepared by Dr. Carol A. Moore, Provost and Vice President for Academic Affairs, Mercy College, Dobbs Ferry, NY.

ACE'S NATIONAL IDENTIFICATION PROGRAM AFFIRMS NEW STATEMENT OF VISION FOR TWENTY-FIRST CENTURY

In an action that reemphasized the vital role women must play in higher education administration in the twenty-first century, the National Executive Board of the American Council on Education's National Identification Program has endorsed a vision statement that will guide the program in the pursuit of its goal. The statement, adopted at ACE/NIP's February 1994 meeting, represents the culmination of a year-long discussion.

Begun more than 16 years ago under the leadership of Emily Taylor and Donna Shavlik, directors of ACE's Office of Women in Higher Education (OWHE), the National Identification Program was created for the purpose of identifying women with the potential to advance in higher education administration and to support their upward mobility. Initial progress toward this goal was achieved through the development of identification programs in each state, which provided a network for women in higher education careers, and through a focus on increasing the representation of women at senior administrative levels in colleges and universities across the country. While these numbers did rise—there are today more women presidents and chief academic officers than ever before—gender equity in the upper echelons of higher education remains to be achieved.

Consequently, two decades after the birth of the women's movement, all has not been resolved. The public cry for equity has quieted, however, leaving the NIP with the challenge of refocusing the higher education community on the program's original purpose and on bringing women's issues from the periphery of attention to the center of the agenda.

State coordinators attending NIP's 1994 annual meeting reaffirmed the program's goals while envisioning a world in which a new social contract could be forged between men and women. This vision embraces the founding principle of inclusion and projects a climate in which the voices of all individuals—regardless of gender, race, ethnicity, sexual orientation, economic circumstances, or disabling conditions—can be heard. Most important, all voices and values would contribute to shaping the global agenda.

The new vision statement received the acclaim of NIP representatives attending the February 1994 meeting. Buoyed by past successes and committed to the realization of this vision for the new century, participants returned to their home states with the charge of rededicating and reenergizing the thousands of women (and men) who remain committed to the achievement of a more equitable world.

American Council on Education/National Identification Program
(ACT/NIP)
1994 Vision Statement

As the American Council on Education's (ACE) National Identification Program (NIP) approaches the threshold of its third decade, it is important both to reflect upon its achievements and to envision its future role.

Over the 16-year history of the ACE/NIP much has been accomplished. The number of women participating and succeeding in higher education at all levels has steadily increased, as have the number of women in senior administrative positions, especially presidencies. But the gains of recent years have not come easily, and much remains to be accomplished. Women's presence and visibility in education, business, the media, and politics have increased substantially, yet our full influence in the public arena has not been realized. It is clear that rededication to the goal of advancing women leaders in higher education is important. But more is needed to achieve the ultimate goal of crafting an educational, social, and political climate in which the voices of women in all their diversity and richness are valued in setting the public agenda.

We are now embarking on the next phase of the NIP—a phase that will seek to transform the organizational life of college campuses and to engage all in the academy in envisioning an environment in which women and men together can reach a new level of understanding and communication. This new exchange will enhance opportunities for everyone and may be the most difficult phase of all. At the same time in which the National Identification Program is continuing and intensifying its allegiance to advance women to senior positions and presidencies, it must also develop and promote a framework to assure that women gain a greater public voice. This public voice is essential to women being heard and involved in shaping national policies, determining institutional agendas, and naming priorities for group action.

Given the increased importance of global awareness on every level of society, the NIP will seek to develop an international dimension first by creating an international network of women presidents and then by encouraging international programming at the state level. In assuring that the voices of women worldwide are at the center of both conversations and debates that form public agendas for the future, the ACE/NIP reaffirms its founding principle of inclusion, i.e., a belief that women, in all our diversity—race, ethnicity, sexual-orientation, class, disability—must be integral to our collective voice. Our ultimate goal is the inclusion of the voices and values of all women and men, not only in shaping the NIP, but more important, in molding the future of higher education and society.

ACE/NIP participants are buoyed by past successes and energized by their vision that a future environment can be created in which the voices of all women and men can be heard and understood. In pursuing this goal, ACE/NIP assertively embraces the challenge of creating new metaphors and being open to new paradigms informed by new knowledge and thoughtful conversation.

And Another New Feature

In every issue, we will profile an organization that serves the needs and interests of women—their education and personal and professional growth and development.

Dr. Patricia Rueckel, Executive Director of the National Association for Women in Education, prepared these notes about NAWE, which, in addition to *About Women on Campus*, sponsors a very wide range of programs, services, and publications for women in virtually every aspect of education.

For three quarters of a century, NAWE has supported women as they take risks and set goals that can be achieved only when talented, active, productive women pool their resources and pursue common goals.

The National Association for Women in Education (NAWE)

The National Association for Women in Education (NAWE) is a national professional association dedicated to providing professional support for women educators through programs, services, advocacy, and scholarly publications. The Association embraces activity in the areas of administration, counseling and individual development, activities and services, instruction, and research that women educators conduct in educational institutions and agencies. It is committed to lifelong learning and to furthering educational opportunities for women students and professionals at all levels of learning, growth, and development. Throughout its history, the Association has focused on professional development and advancement for women educators.

NAWE's professional programs, services, and scholarly publications offer a diverse environment for leadership, scholarship, and creative work; they afford a unique opportunity for women educators to contribute to education at the local and national levels.

NAWE members may join one or more of its program divisions:

- Administration
- Activities and Services
- Continuing Education
- Counseling and Individual Services
- Government/Agency/Special Program
- Teaching and Research

The Administration Division is the largest; the Teaching and Research Division is the fastest growing. A seventh division, for Women's Centers professionals, is now under consideration.

NAWE membership offers many benefits:

A supportive network

When you join the National Association for Women in Education, you become part of a national network of talented, accomplished, risk-taking women whose energy and creativity are legendary. You can find or be a mentor; you'll quickly identify colleagues who share your commitments and concerns.

You may join one or more of the divisions mentioned earlier, the ethnic women's caucus, the lesbian/bisexual concerns committee, and a myriad of committees concerned with national issues. You may decide to take an active role in the operations of the organization, working on such projects as fund raising, publications, or planning conference programs. New members remark that "it is easy to become involved and to assume leadership responsibility if you wish to commit your time."

Outstanding publications

Your NAWE membership includes a subscription to *Initiatives*, our highly respected quarterly journal, which has won five awards for excellence—the latest a "best of cat-

egory" in a field of more than 50. *Initiatives* offers practical, accessible articles on timely, significant subjects not covered elsewhere. Recent special issues of *Initiatives* have addressed gender equity in science and math, women's colleges, sexual harassment, women's centers, Black women in higher education, men's studies, and feminism on a Catholic campus.

About Women on Campus is our fact-packed quarterly newsletter, filled with short news articles on the academic workplace, sexual harassment, women in athletics, campus projects and reports, "climate checks," campus life, rape and sexual assault, good news, funding sources, resources, and book reviews. Edited by long-time NAWE member, Bernice R. Sandler, *About Women on Campus* is an especially valued benefit of membership in the National Association for Women in Education.

NAWE NEWS is quarterly report on our plans and activities. Our Member Handbook is an invaluable networking tool which lists members by state and alphabetically. Some of the special interest subgroups of the association also publish periodic newsletters.

The Ruth Strang Research Awards

Each year, we present two research prizes of \$750 each—one designated for students and one in "open" category. The awards honor the first editor of NAWE's journal, who also served as professor at

Teacher's College, Columbia University.

Annual Conference

Held in the spring, our annual conference offers outstanding opportunities for professional growth and development. Organized around a central theme, each conference includes nationally recognized speakers, workshops, presentations, and research sessions offered by members and friends of NAWE. Besides providing a forum for stimulating interaction with colleagues, NAWE conferences offer special opportunities to network and build professional support.

Conference for College Women Student Leaders

For ten years NAWE has cooperated with other national women's organizations in education to sponsor a conference for college women student leaders. Held for three days each June, the conference is directed to women students who serve in campus leadership roles. A highlight of the conference is the Women of Distinction program that honors extraordinary women whose accomplishments merit special recognition. Some recent honorees are: Marian Wright Edelman of the Children's Defense League; Sarah Weddington, the attorney in *Roe v Wade*; Antonio Novello, former Surgeon General; Molly Yard, past president of NOW; Sarah Brady, advocate for handgun control; and Bernice Johnson Reagon, founder of "Sweet Honey in the Rock."

Activism and advocacy

NAWE has a tradition of translating ideas into action—through its resolutions process and through participation in the National Coalition for Women and Girls in Education. NAWE signs onto legislation and working and position papers and forms liaisons with organizations such as the National Council for Research on Women and the Association of Black Women in Higher Education. NAWE has had a strong Washington presence since 1927. We have actively supported:

- Enforcement of Title IX
- Equal Rights Amendment
- Civil Rights Restoration Act
- Pay equity, equal retirement and pension benefits
- AIDS education, funding, sensitivity
- Equal opportunity employment practices
- An end to sexual harassment and sexual assault
- Elimination of sex role stereotyping
- Programs for persons with special needs

CAMPUS CLIMATE STUDIES

Attention:

**Members of College and University Gender Equity Committees,
Faculty, Administrators, and Affirmative Action Officers**

Educational Consultant Services (ECS) conducts comprehensive assessments of the campus climate for women students, faculty, and staff. Climate assessment studies are designed and negotiated to meet the needs of an individual college or university. Highly qualified, experienced assessment personnel include former academic and higher education association administrators.

Interested individuals should contact:

Dr. Marcia Boyles
President
ECS
18 East Cliff Street
Alexandria, VA 22301
Phone: 703-548-4098

The University of Washington

Dean, School of Business Administration

The University of Washington invites applications and nominations for the position of Dean, School of Business Administration. The School is one of the nation's major schools of business with academic programs at the undergraduate, master's and Ph.D. levels. In addition, the School has a well-established Executive MBA program and innovative new programs in environmental management, tax, and entrepreneurship.

The Dean is the School's chief administrator. He or she must be able to work with the faculty, students, staff, University administration, and outside business community to ensure that the challenges of undergraduate and graduate education, faculty research, and service to the community are met with vision and integrity.

All applicants should have established and distinguished backgrounds in the academic and/or business community. Preferably, applicants should be prepared to assume the position by Fall, 1994.

The University of Washington is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

Initial screening of applicants begins **February 15, 1994**. Applications from interested parties will be accepted after that date until the position is filled. **Please submit to:**

Search Committee for the Deanship of
the School of Business Administration
c/o Provost G. Wayne Clough, Chair
301 Administration Building, AH-30
University of Washington
Seattle, WA 98195

MIDDLE EAST STUDIES PROGRAM

The Paul H. Nitze School of Advanced International Studies, a graduate school division of The Johns Hopkins University in Washington, D.C., invites applications for a junior, non-tenured teaching position in Middle Eastern Studies, to commence in July of 1994. The appointment is for three years and is renewable. Position requires broad interests in comparative politics, international relations and modern history of the region. Preference will be given to applicants with a Ph.D., teaching experience and publications and who have a command of one or more of the region's languages.

A letter of application, a curriculum vitae, three letters of recommendation, and samples of publications should be sent to: **Mr. Gerald W. Stover, Director of Human Resources, SAIS, 1740 Massachusetts Avenue, N.W., Washington, DC 20036.** SAIS and the Johns Hopkins University is an Affirmative Action/Equal Opportunity Employer and Educator and encourages applications from people of color and women.

SAIS

uvm | The
University
of
Vermont

ALANA STUDIES DIRECTOR

The University of Vermont seeks an individual for a tenured Associate or Full Professor position, with academic field open, to begin work in August, 1994 as Director of ALANA (African American, Latin American, Asian American, Native American) Studies. The successful person will coordinate existing College and University course requirements in the area of Race and Ethnicity in America, teach and do research in this academic area, and lead in the development and implementation of a formal academic program in ALANA Studies. Although housed in the College of Arts and Sciences with the Director reporting to the Dean of the College, the proposed academic program will be university-wide, drawing faculty and students from UVM's nine schools and colleges. In addition, the Director will work with members of the community of Burlington.

The individual we seek must have teaching experience in ALANA Studies although the terminal degree may be an academic discipline where teaching and scholarship in ALANA Studies constitutes a subfield within the discipline. Prior administrative experience is preferred since the position is .50 FTE administrative. Since the position is also a tenured one at the Associate or Full Professor rank in an appropriate department, it is necessary for a candidate to have a record of excellence in teaching, scholarship, and research.

Nominations and applications should be submitted to Associate Dean James F. Lubker, Chair, ALANA Studies Search Committee, College of Arts and Sciences, University of Vermont, 300 Waterman Building, Burlington, Vermont 05405. Applications should include a cover letter, curriculum vitae, and three letters of reference. Reading of materials will begin March 1, 1994 and will continue until the position is filled.

UVM is an equal opportunity, affirmative action employer and strongly encourages applications from women and members of minority groups.

The University of Mississippi Vice Chancellorship, Academic Affairs

The University of Mississippi invites nominations and applications for the position of Vice Chancellor for Academic Affairs. The duties of the position include coordination and supervision of the educational, research, and service programs of the University's College of Liberal Arts and Graduate School, and professional schools of Law, Business Administration, Education, Engineering, Pharmacy, and Accountancy, all on the parent campus at Oxford, Mississippi; and for liaison with the Vice Chancellor for Health Affairs, who is responsible for the supervision of Schools of Medicine, Nursing, Health Related Professions, and Dentistry, on the Medical Center Campus at Jackson, Mississippi. All academic deans of the Oxford campus, the Associate Vice Chancellors for Continuing Studies and for Research, the Dean of Libraries, and Directors of other academic support units report to the Vice Chancellor for Academic Affairs, who in turn reports to the Chancellor of the University. As the chief academic officer, the Vice Chancellor for Academic Affairs recommends to the Chancellor all academic budgets, selections to academic administrative posts, appointments to the faculty, promotions, and grants of tenure.

Qualifications are substantial experience in the administration of academic and research programs at the school or college level or above at a comprehensive university and an earned doctorate plus evidence of scholarly productivity and teaching experience accept-

able for appointment to the rank of full professor. Applicants are to provide evidence of the quality of leadership needed to establish an effective working relationship with other administrative officials, faculty and students, including demonstrated advocacy for instructional excellence, research and faculty development. Applicants must demonstrate commitment to affirmative action and faculty, staff and student diversity.

A comprehensive public university with an enrollment of over 10,000 on the parent campus, The University of Mississippi has a varied undergraduate program, and a Graduate School with programs leading to the master's degree in almost every department and the terminal degree in more than 20 areas of study.

Nominations and applications should be forwarded to:

Dr. Tonya Flesher
Chair, Search Committee
Lyceum 109
University of Mississippi
University, MS 38677

Complete applications including a letter of interest with a statement of the candidate's qualifications; a resume; and a minimum of three letters of reference should be **postmarked by April 1, 1994**. The review of applications will begin at that time and continue until the appointment is made.

The U of M is an AA/EQ/ADA/E.



INDIANA UNIVERSITY
SOUTH BEND

ASSISTANT VICE CHANCELLOR FOR ACADEMIC AFFAIRS INDIANA UNIVERSITY SOUTH BEND

Indiana University South Bend invites nominations and applications for the position of Assistant Vice Chancellor for Academic Affairs. The primary responsibilities are research and grant promotion, coordination of assessment and academic institutional reports, utilization of informational databases which support research, assessment, and institutional planning and development.

Qualifications

- Earned doctorate or appropriate terminal degree in major
- Substantial academic or administrative experience and qualified for academic and senior rank
- Computer experience with database applications
- Ability to communicate effectively with diverse constituencies
- Commitment to and experience with shared governance
- Commitment to equal opportunity and affirmative action

Indiana University South Bend is a comprehensive, rapidly expanding university serving north central Indiana. It is the third largest of eight Indiana University campuses with an enrollment of nearly 8,000 students in both undergraduate and graduate programs.

The South Bend-Mishawaka area is an important business, service, and cultural center in northern Indiana. The campus is located 30 miles from Lake Michigan and 90 miles east of Chicago. The metropolitan area has a population of approximately 250,000. South Bend offers many of the advantages of a large city, a high quality of life, yet low cost of living, and a friendly environment.

The position of Assistant Vice Chancellor for Academic Affairs will be available as early as July 1, 1994. The screening of applications will begin immediately and will continue until the position is filled. Completed applications received after April 15, 1994 cannot be assured of consideration. Nominations should include names, addresses, and telephone numbers of the nominees. Applicants should submit letter of interest, complete vita, appropriate supporting materials, and three letters of recommendation. Inquiries, applications, and nominations should be addressed to:

Nanci Genich Yokom, Chair
Search Committee for Assistant
Vice Chancellor for Academic Affairs
Indiana University South Bend
c/o Office of Academic Affairs
P. O. Box 7111
South Bend, Indiana 46634
Telephone (219) 237-4154

*Indiana University South Bend is an affirmative action,
equal opportunity employer and actively encourages the
candidacies of minorities and women.*



University of Alberta
Edmonton

President

The University of Alberta invites applications from, and nominations of, qualified men and women for the position of President and Vice Chancellor. The position will become available on July 1st, 1994.

Founded in 1908, the University of Alberta is one of the largest in Canada with a 1993-94 full-time enrolment of 22,800 undergraduate and 3,300 graduate students. There are 3,100 undergraduate and 1,300 graduate part-time students. It employs 3,000 full- and part-time academic and 4,000 non-academic staff in 17 faculties. The University of Alberta is recognized as a centre of excellence in Canadian higher education with strong teaching and research programs at the undergraduate, graduate, and professional levels. In 1992/93 it had an operating budget of \$395 million, a capital budget of \$23.7 million and received \$81.5 million in sponsored and contract research.

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Secretary, Presidential Search Committee
Room 3-31, University Hall
University of Alberta
Edmonton, Alberta T6G 2J9

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Manuscript guidelines appear in every issue or can be obtained from the editor. Queries are welcome. Send correspondence, questions, and manuscripts to:

Patricia A. Farrant, PhD
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ABOUT WOMEN ON CAMPUS

VOLUME 3 NUMBER 3

SUMMER 1994

WORKING IN ACADEME

MARRIED WOMEN FACULTY: STAY HOME

◆ Nearly 30 percent of male students entering college agree with the statement that "Married women's activities are best confined to home and family." For women, the figure was 19.2 percent. However, the picture may be improving slightly: the figures are about one percentage point lower for both men and women than those from the previous year. For a married woman faculty member, such attitudes in students can have a negative impact. They may resent her being in a classroom or feel that her presence is inappropriate—attitudes that male faculty members do not face.

The figures come from an annual survey of first-year students conducted by Alexander W. Astin among 220,000 students in 427 colleges and universities. Copies of

"The American Freshman: National Norms for 1993" can be obtained from the Higher Education Research Institute, University of California at Los Angeles, Graduate School of Education, 405 Hilgard Avenue, Los Angeles, CA 90024-1521, for \$20 plus \$3 shipping.

MEDICAL SCHOOLS PAY \$\$\$\$ FOR SEX DISCRIMINATION

• \$900,000 to Heidi S. Weissman, in a settlement from the medical college of Yeshiva University and Montefiore Medical Center. One of the largest involving the

field of medicine, the settlement was in exchange for Weissmann's dropping her 7-year lawsuit charging sex discrimination. It includes \$35,000 for back pay, \$325,000 for legal fees, and \$540,000 for "pain and suffering." The settlement is unusual in that it did not include a "gag order" to prevent Weissmann from discussing it. The suit charged that Weissmann had not been promoted even though qualified, had been paid less, and had been retaliated against for bringing charges of plagiarism—charges which were upheld—against another professor. At 43, Weissmann has been unable to find a job in either private practice, industry, or academe since she was fired in 1987 from her professorship in nuclear medicine.

• Approximately \$250,000 to Joan M. Lakosi, a former member of the pharmacology department at the University of Texas Medical Branch at Galveston. A U.S. District Court awarded Lakosi dam-

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NATIONAL ASSOCIATION FOR WOMEN IN EDUCATION ♦ NAWE

ages of \$150,000 and legal fees and costs of more than \$104,000. Lakosi had been denied tenure; her case is part of a larger class action suit filed on behalf of female faculty members at the University of Texas Medical School, charging it with discrimination in tenure, promotion, and salaries. Lakosi is now an associate professor of pharmacology at Pennsylvania State University's Hershey Medical Center.

STUDENT EVALUATIONS TO ASK IF PROFESSORS DISCRIMINATE

♦The Academic Senate at the University of Nebraska at Lincoln has recommended that course evaluation forms be expanded to include questions about whether faculty members have "treated students with fairness and respect" or have "unfairly discriminated against any student or group of students in this class." An earlier version would have asked more specific questions, such as whether a professor discriminated against women or Blacks.

The idea to incorporate these questions into course evaluation forms came from the senate's human rights committee. Members were concerned about student complaints about racial or sexist jokes and comments made by some faculty members. The questions are expected to be incorporated in the fall semester's evaluation forms.

This is an issue which has come up on many campuses. Some persons are suggesting questions such

as "Has this professor ever made you feel uncomfortable because of your gender?" and, separately, "Has this professor ever made you feel uncomfortable because of your race or ethnicity." Both should be followed by "Please explain."

MONITORING WOMEN'S PARTICIPATION IN CONFERENCES

♦An informal survey concerning the participation of women in research sessions at the annual meeting of the American Mathematical Society (AMS) has turned up some interesting data. On the average, in sessions including at least one woman as organizer, 16 percent of the speakers were

women; in sessions organized only by men, only 7 percent of the speakers were women. Since 1980, over 20 percent of PhD's in mathematics have gone to women.

Beth Ruskai, Chair of the Joint Committee on Women in the Mathematical Sciences, also found that if a session included only one woman, she was typically a senior woman. There was some indication that in a number of sessions without women, a "big name" woman had been invited but had turned the organizers down. Ruskai suggests that men may be inviting only well-known women, although they will invite lesser-known men.

Since AMS began including women on program committees, the percentage of women giving hour-long addresses had increased, reaching 8 percent.

A similar pattern was found in a series of ecology conferences: 23 percent of the invitees were women, if a woman was an organizer (which is consistent with the representation of women in that field.) Only 7 percent of the invitees were women when there were no women organizers. The information was reported in the Winter 1994 issue of the *Newsletter* of the Caucus for Women in Statistics. Other women's caucuses and committees in professional organizations might want to examine the participation of women in their conferences.

ABOUT WOMEN ON CAMPUS

Women's Issues Project
National Association for Women in Education
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Washington, DC 20036-6511

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The Women's Issues Project of the National Association for Women in Education publishes the quarterly newsletter *About Women on Campus* in cooperation with the Center for Women Policy Studies to provide information about programs, issues, and concerns of women students, faculty, and administrators. Association members receive *About Women on Campus* as part of their \$65 membership fee. Individual subscriptions are \$20 for one year and \$35 for two years. Institutional subscriptions are \$28 for one year and \$50 for two years.

ISSN: 1061 768X

Application to mail 2nd class postage rate pending at Washington, DC. Postmaster: Send address change to *About Women on Campus*, 1325 18th Street NW, Suite 210, Washington, DC 20036-6511.

Volume 3, Number 3, Summer 1994

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The National Association for Women in Education is an independent nonprofit professional organization dedicated to the education and professional and personal development of women and girls. An important force in American education for more than 75 years, the Association is at a crossroads, serving new populations, expanding its services, and developing new and innovative programs to meet the ever-changing needs of women in education.

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Published with support from the Marriott Corporation, Education Services

ABOUT WOMEN ON CAMPUS ♦ SUMMER 1994

**UPDATE ON IOWA: WARNING
AGAINST SEXUALLY
EXPLICIT MATERIALS IN
CLASSROOM CHANGED**

♦ The University of Iowa's President, Hunter R. Rawlings, III, has proposed a new policy to substitute for the one originally proposed by the state Board of Regents, which would have required faculty members to warn students about sexually explicit materials that would be shown in classes. The policy originated when some students were offended by graphic films depicting gay sexuality (see *About Women on Campus*, 3(1), 1994, p. 1).

The new policy requires professors to notify students about "unusual or unexpected class presentations or materials."

**WOMEN AT THE UNIVERSITY
OF MICHIGAN**

GOOD AND BAD NEWS

♦ In the second of two reports examining the status of women at the University of Michigan, major findings included the following:

- The proportion of women in senior administrative positions decreased from 30 percent to 22 percent between 1990 and 1992.

- Women represented 20 percent of the untenured and tenure-track faculty but 53 percent of lecturers.

- In the past 12 years, the proportion of women in tenured and tenure-track positions increased by 3 percent, from 17 to 20 percent, while the proportion of women lecturers rose by 10 percent, from 43 to 53 percent.

- Women of color represented only 3.1 percent of tenured and tenure-track faculty.

- Among junior faculty hired between 1984 and 1986, women hired as assistant professors were promoted to tenured associate professor in roughly the same proportion as their male colleagues.

- In the same cohort, the proportion of women of color promoted to associate professor was lower than either men of color, white women, or white men.

Women at the University of Michigan, Volume II, A Statistical Report on the Status of Women Students, Faculty and Staff at the Ann Arbor Campus was prepared for the Office of the President. For more information about the report, contact the Office of the President, University of Michigan, Ann Arbor, MI 48104-2289.

**FROM AROUND THE
CAMPUS**

**VIRGINIA MILITARY
INSTITUTE TO REMAIN ALL-
MALE WHILE ALTERNATE
PROGRAM FOR WOMEN IS
DEVELOPED**

♦ Despite objections from the U.S. Department of Justice, a federal judge ruled that state-supported Virginia Military Institute does not have to admit women, because the state will create at Mary Baldwin College a separate military program for women comparable to what it provides men at VMI. Unlike the highly rigorous, disciplined 24-hour military envi-

ronment at VMI, the Mary Baldwin program will require women to spend only two to four hours a week in uniform as part of the Reserve Officer Training Corps. The Department of Justice is considering appealing the judge's decision.

**LONE WOMAN AT CITADEL
HARASSED**

♦ Shannon Faulkner, the lone woman attending the Citadel, an all-male state-supported military college, has described some of her experiences with fellow students as harassment. She said she has been the target of hisses, obscenities, and slurs like "Mrs. Doubtgender." Much but not all of the harassment has been anonymous. The campus newspaper called her "Shrew Shannon," and bumper stickers proclaim: "Save the Males" and "Shave Shannon's Head." Her parents' home has been vandalized and her lawyer ostracized. Her high school (where her mother also teaches) has asked Faulkner not to wear shirts with the school's name on them during interviews.

Faulkner was initially admitted to the Citadel when she asked her counselor to remove all references to her gender from her high school transcripts. When school officials learned she was female, her admission was rescinded. Under a court order, Faulkner is allowed to attend the college, although she is not allowed to live on campus, drill with cadets, or eat with them. The case is now pending in federal court.

When asked by the *New York Times* about the harassment, president of the college Claudius Watts stated, "I resent impugning the integrity of the corps of cadets. We're unhappy she's there. I don't deny that."

SANDLER WINS AWARD

AWOC editor Bernice R. Sandler has received \$15,000 as one of five Century of Women Special Achievement Awards. The award, presented by Turner Broadcasting System Superstation and Sprint, was given in conjunction with a TBS program, *A Century of Women*, a six-hour documentary series reflecting the experience of women over the past 100 years, shown in June 1994.

Sandler was honored for her work on issues involving women in education. She played a major role in the passage of Title IX and wrote the first reports on campus sexual harassment, campus gang rape, campus student-to-student harassment; the first report how women students are treated differently than male students in the college classroom; and most recently, the first report on how women faculty members are treated differently by men and women students. Sandler, who consults with colleges and universities about equity in education, has also written extensively about sex discrimination in education.

SOME FIRSTS

♦ Women Students More Likely to Plan for Graduate School

For the first time in the 28 years that an annual survey of first-year students has been conducted, women are more likely than men to be interested in attending graduate school. Sixty-six percent of entering women plan to seek advanced degrees, compared to 63 percent of the men. The figures for women were slightly higher for master's and doctoral degrees and for degrees in medicine and law. In 1967, when the survey first began, three times more men than women said they would seek advanced degrees.

The data come from an annual survey of over 220,000 first-year students conducted by Alexander W. Astin. Copies of "The American Freshman: National Norms for 1993" can be obtained from the Higher Education Research Institute, University of California at Los Angeles, Graduate School of Education, 405 Hilgard Avenue, Los Angeles, CA 90024-1521 for \$20 plus \$3 shipping.

♦ Women Win Majority of Rhodes Scholarships

For the first time since 1976, when women became eligible for Rhodes Scholarships, more than half of the 32 Americans chosen were women. Seventeen women were selected from more than 1,200 applicants.

The scholarships, which enable students to attend Oxford University, were established around the

turn of the century for men by the estate of Cecil Rhodes, British philanthropist and colonialist. Among the selection criteria are academic excellence, integrity, leadership ability, and athletic prowess.

NATIONAL MERIT SCHOLARSHIPS CHALLENGED FOR SEX BIAS

♦ The American Civil Liberties Union, on behalf of the National Center for Fair and Open Testing, has filed a charge of sex bias with the U.S. Department of Education. Each year, approximately 60 percent of National Merit Scholarships are awarded to boys, although 55 percent of the applicants are females. The selection relies primarily on applicants' scores on the standardized Preliminary Scholastic Assessment Test (PSAT). Although on average high school girls earn higher grades than boys in major subjects such as English, history, foreign languages, science, and the arts, (but not in mathematics), they score 50 to 60 points lower overall than boys on the PSAT and the Scholastic Assessment Test (SAT).

The complaint cites numerous studies which indicate that standardized assessment tests are not good predictors of women's performance in college. About 7,000 National Merit Scholarships are awarded each year; winners receive about \$2,000 per year, renewable annually during the undergraduate years.

The National Merit Scholarship Corporation was not named in the Title IX complaint because it does not receive federal funds; Title IX, which prohibits discrimination on the basis of sex in education, covers only those institutions and organizations receiving federal funding. The Educational Testing Service (ETS) and College Board, which develop and administer the tests, were named in the complaint instead.

The ACLU used a similar strategy in 1989 and succeeded in changing the way in which New York state awards its Regents Scholarships.

WOMEN HONORED WITH BRICKS

♦ Iowa State University is raising money for its center for women in politics by selling bricks for the new Plaza of Heroines. The bricks, which cost a minimum of \$100 each, can be purchased only to honor women. Donors are asked to include a two-page description and photograph of the woman or women they are honoring. This information will be available in a computer database.

The Plaza of Heroines will require about 10,000 bricks. The building which is being renovated to house the center will be named after Carrie Chapman Catt, an Iowa State alumna who was active in suffrage politics.

GRADUATE WOMEN STUDENTS FORM NETWORK

♦ A Feminist Graduate Student Network has been recently been organized at the University of Wisconsin at Madison to bring together graduate students who are Women's Studies minors or who are interested in similar ideas. In addition to fostering communication among like-minded students, the network also will provide support for feminist students who may find little concern or support for feminist ideas in their home department.

Members range from first-semester students to those working on dissertations and those looking for employment. For further information, contact Shannon Green via e-mail at greensl@macc.wisc.edu or the Women's Studies Research Center at the University of Wisconsin, 209 North Brooks Street, Madison, WI 53715.

DAUGHTERS AND MOTHERS

You may not have a daughter, but you are one.

You may not be a mother, but you have one.

—From a Wellesley Center brochure

♦ For 14 years, the Center for Research on Women at Wellesley College has presented an annual Daughters and Mothers Colloquium to which women can come as mothers and/or as daughters to explore related issues. Students, alumni, and others are invited to

attend. The popular day-long meeting has covered a variety of subjects; the May 1994 colloquium focused on "Dialogues on Sexuality."

For further information, contact the Center at Wellesley College, 106 Central Street, Wellesley, MA 02181-8259.

ALL-FEMALE SELF-DEFENSE CLASSES CANCELLED AT STANFORD UNIVERSITY

♦ Since 1986, the women's collective Women Defending Ourselves has taught a self-defense course to more than 600 women at Stanford University (CA). The course has been immensely popular; it has not been unusual for 100 women to show up for the class, which can accommodate only 12.

In August 1993, a complaint was filed under Title IX (the federal law that prohibits sex discrimination in education) charging that the course discriminates against men, although men have other options on campus to learn about self-defense. When Stanford moved to integrate the class, Women Defending Ourselves canceled rather than integrate it. Subsequently, Women Defending Ourselves has launched an all-out attack to reinstate the all-female class. They have pointed out that since Stanford did not undergo an investigation by the U.S. Department of Education, there has been no legal decision that the class violated Title IX. Because Title IX allows some exceptions for compensatory reasons, and because the Supreme Court has set criteria for the

use of compensatory purpose in justifying all-female programs (Mississippi University for Women v. Hogan, 1982), Women Defending Ourselves is making the argument that the all-female course serves a compensatory purpose. They claim that women at Stanford have a sex-based disadvantage and that the course is one means to compensate for that disadvantage.

A memorandum marshalling the legal arguments is being prepared by Women Defending Ourselves to be presented to the Board of Trustees. For further information, contact Women Defending Ourselves, P.O. Box 9006, Stanford, CA 94309.

WOMEN'S COLLEGES TO HAVE MAJOR AD CAMPAIGN ON GENDER BIAS

◆ For its first campaign dealing with gender issues, the Advertising Council has approved the Women's College Coalition proposal for a nationwide public service advertising campaign on gender bias in schools. The campaign will focus on reaching teachers and parents of girls with information about what gender bias is, its consequences, and what schools and parents can do to make schools work better for girls.

Acceptance by the Advertising Council means millions of dollars in contributed space in print publications and on radio and television. For further information, contact the Women's College Coalition, 125 Michigan Avenue NE, Washington, DC 20017.

SEXUAL HARASSMENT

FORMER STUDENT SUES TWO SCHOOLS OVER HARASSMENT

◆ A former University of Pennsylvania undergraduate is suing the school, claiming that she was harassed and coerced into a sexual relationship by her English professor, Malcolm Woodfield, and that the school delayed and mishandled her complaint. She is suing Woodfield in state court and, in what may be a first, is also suing Bates College (ME), where Woodfield previously taught and was also accused of sexual harassment.

Shortly after Lisa Topal filed her lawsuits, Penn began an investigation and hearings. The hearings were stopped when Penn reached a settlement with Woodfield. As part of the settlement, Woodfield resigned. Although he has acknowledged that he violated the institution's policy stating that sexual relationships between students and their professors are unethical, Woodfield still claims that there was no harassment and that the relationship was consensual, although Topal gave examples of his threats and retaliation when she tried to break off the relationship. She subsequently dropped out of Penn as a result of the harassment.

Topal charges that Bates College had complaints that Woodfield sexually harassed students, but sent only positive recommendations to Penn when he was being considered

there. Topal also charged that when Bates learned that Penn was interested in hiring Woodfield, they discontinued their investigation of charges of sexual harassment against him, and gave him only an oral reprimand. Topal's lawyer, Alice W. Ballard, says that Bates "knew or should have known, that at any school that this man would go to, he would prey upon his students in exactly the same way that he did at Bates and that it was entirely foreseeable, if not likely, that someone like Lisa Topal would have exactly the same experience she had."

Should Topal win her lawsuit against Bates, institutions may have to take a second look at their procedures for situations in which an employee accused of sexual harassment takes a position at another institution. Although it is not unusual for institutions to allow persons charged with or accused of sexual harassment to withhold that information while being considered for another position, some institutions have made a notation on the file and covey to prospective employers something like the following: "Smith left while being charged with sexual harassment. As a result of his departure, no formal hearing was held."

CORRECTION

California State University at Northridge was incorrectly identified as the University of California at Northridge in our winter issue. Apologies from the editor.

**ACCUSED OF SEXUAL
HARASSMENT, PROFESSOR
SUES AND GETS A \$200,000
SETTLEMENT**

◆ When H. Prentice Baptiste, a professor of educational leadership at the University of Houston, was accused of sexual harassment, he sued the university for \$2.5 million. A campus judicial board had found him guilty of harassing a graduate student, Analinda Moreno, by "unwelcome intimate physical contact." Moreno's complaint charged that Baptiste had hugged her and reached inside her pants. Baptiste denied the charges, accused the institution of racial discrimination (he is black), and initiated a lawsuit against the university. He dropped a suit against Moreno in which he had claimed defamation.

The university settled the suit with Baptiste for \$200,000. As part of the settlement, Baptiste will leave the institution.

**WOMEN FACULTY FACE
SEXUAL HARASSMENT, TOO**

◆ In what may be the largest study of sexual harassment of faculty, nearly one in seven female faculty members reported that they had been harassed at some time while working at their current institutions.

Among the 30,000 male and female faculty members surveyed at 270 institutions, about three percent of the males reported they had experienced sexual harassment. Black women faculty were more likely to report harassment than other women. Women at Catholic

**PATRICIA M. KING DIES;
HEAD OF SCHLESINGER
LIBRARY**

On May 3, 1994, a woman of vision died. Patricia M. King, who became director of the Schlesinger Library on the History of Women in America at Radcliffe College in 1973, worked for two decades to develop it into the foremost women's history library in the United States.

She was one of the first in her field to recognize that the new women's movement was an important part of history. During her tenure, the library's holdings more than tripled and became the repository for the papers of many notable as well as "ordinary" women. The Schlesinger Library is the largest archive on the history of American women.

King brought the library out of its strictly academic setting into the community. Of particular interest to her were oral histories, such as the Black Women's Oral History Project, which led to the well-known travelling exhibit, "Women of Courage," which began in 1984 and is still in use.

Her work is her legacy and will continue. But oh, she will be missed by many.

percent of assistant professors reported experiencing sexual harassment during their academic careers. The study, "Betrayed by the Academy: The Sexual Harassment of Women College Faculty" was conducted by Eric L. Dey, as assistant professor in education at the University of Michigan, and Linda J. Sax and Jessica Korn, graduate students at the University of California at Los Angeles.

**CLASS COMPLAINT OF
HOSTILE ENVIRONMENT
FILED AGAINST
UNIVERSITY OF CALIFORNIA
AT SANTA CRUZ**

◆ Several students, staff, and faculty have filed what may be the first class-action complaint against an institution of higher education for fostering a hostile sexual environment. UCSanta Cruz was charged with "failing to adequately and effectively remedy severe and pervasive sexual harassment" in the complaint filed with the U.S. Department of Education, which enforces Title IX of the Education Amendments of 1972. Title IX prohibits sex discrimination, including sexual harassment, in educational institutions receiving federal assistance.

The complaint gave numerous instances of "egregious" behavior, including several cases of sexual harassment and sexual assault which were handled badly by the institution. In one, a student was hired to work with a residential summer program for first-year students, although three first-year stu-

institutions were least likely to report harassment; women at public institutions reported the highest incidence.

Women at the highest rank, full professor, reported the most harassment, 24 percent, while only 13

dents had complained about his sexually harassing behavior. In another, a rape victim who was asked about her sexual history was told "Maybe you're just lying" by the university police sergeant who interviewed her about the rape. The complaint also stated that the university was in noncompliance because it "failed to respond adequately to actual or constructive notice of the harassment, therefore creating and maintaining a hostile environment for several female students, staff and faculty over the period of several months and years for some individuals."

The case was investigated by the Office for Civil Rights at the Department of Education and UCSanta Cruz was found in violation of Title IX. The OCR letter of finding, which details numerous instances of poor handling of complaints of sexual harassment and assault, despite policies and training of staff, could provide guidance to those examining their policies and their formal and informal procedures for dealing with sexual harassment and sexual assault. Copies of the letter of finding from OCR, dated April 29, 1994 and addressed to the Chancellor, can be obtained by requesting a copy (Docket Number 09-93-2141) from OCR under the Freedom of Information Act. Contact: John E. Palomino, Regional Civil Rights Director, Region IX, OCR, Dept. of Education, Old Federal Building, 30 United Nations Plaza, Room 239, San Francisco, CA 94102.

The letter of finding found that Santa Cruz's poor handling of sexual harassment, sexual assault, and rape cases created a discriminatory environment. As of May 1994, Santa Cruz had refused to sign a "corrective action" plan which normally results from a letter of finding.

OCR CHASTISES CALIFORNIA STATE UNIVERSITY AT SONOMA

◆ In a letter dated April 29, 1994, to a complainant against Sonoma State University (CA), the Office for Civil Rights of the Department of Education noted that Sonoma had been found to be in violation of Title IX because of sexual harassment and assault. The letter stated that the school's procedures failed to meet the requirements of Title IX, and it failed to promptly investigate complaints, including six separate complaints alleging sexual assault by the same male student during the fall 1992 semester.

OCR found that the school had focused on the women's consumption of alcohol and that school officials had told the male student he was being "victimized" by racism, even though the women's complaints were upheld by the evidence. OCR noted that the school did not address the discriminatory charge of the male student's behavior, raising the "apparently false concerns of racism: this sophism offends Title IX."

On April 15, 1994, Sonoma signed a compliance agreement

plan, in which it agreed to take specific remedial steps, although it has stated that it disagrees with several aspects of OCR's report. For a copy of this letter of finding (Docket Number 09-93-2131), write the address listed in the previous article.

SERVICE ACADEMIES: TAKING SEXUAL HARASSMENT SERIOUSLY

◆ On February 3, 1994, the Senate Armed Services Subcommittee on Force Requirements and Personnel examined the recently released study of the Department of Defense's efforts to eliminate sexual harassment at the service academies. The report by the General Accounting Office found that between 93 and 97 percent of academy women experienced at least one form of sexual harassment during the 1991 academic year, although only 26 incidents were formally reported. For copies of the report, contact your representative or senator.

Starting in February, a number of women at the Air Force Academy told campus authorities about incidents ranging from fondling to date rape. As a result, an instructor and a cadet have been court-martialed and jailed for sexual misconduct, three cadets have resigned, and three more have been disciplined. A 24-hour confidential hotline has been established for reporting sexual assaults.

Shortly after the first assault was reported, Academy Superintendent, Lieutenant General Bradley C. Hosmer met with most of the fe-

HOW MEN CAN TELL IF THEIR BEHAVIOR IS SEXUAL HARASSMENT

Some men (and women) are confused as to what behaviors constitute sexual harassment. The following questions may be especially helpful in assessing one's own behavior:

Would I mind if someone treated my wife, partner, girlfriend, mother, sister, or daughter this way?

Would I mind if this person told my wife, partner, girlfriend, mother, sister, or daughter about what I was saying or doing?

Would I do this if my wife, partner, girlfriend, mother, sister, or daughter were present?

Would I mind if a reporter wanted to write about what I was doing?

If I ask someone for a date and the answer is "no," do I keep asking?

If someone asks me to stop a particular behavior, do I get angry and do more of the same instead of apologizing and stopping?

Do I tell jokes or make "funny" remarks involving women and/or sexuality? (Such jokes may offend many people.)

If the answer to any of these questions is yes, the chances of the behavior being considered sexual harassment are very high. Because such behavior is likely to be high risk, if you have to ask, it is probably better not to do it.

Bernice R. Sandler

male cadets in the campus auditorium and ordered his male aides and two males working in the projection booth to leave. He removed his insignia of rank and promised the women confidentiality in exchange for the truth about campus sexual harassment. The meeting went on for nearly four hours, as women

told story after story about their experiences.

A few days later, Hosmer met with the male students. Although more than half the female students had said they knew someone who had been harassed, only 9 percent of the men knew of sexual harassment cases.

The results? Counseling is now available for victims. Ten additional investigators have been added to the four who examine complaints. Focus groups of 8 to 12 students have been set up to discuss sexual harassment and leadership ethics. A new course on "Gender, Race and Human Dignity" is being offered and a new training program being developed to help faculty recognize and address sexual harassment issues. First-year students will watch upperclass students act out skits depicting date rape.

Thirteen percent of the 4,027 cadets and 13 percent of the faculty are women.

RESOURCE: SEXUAL HARASSMENT VIDEO ON CULTURAL DIFFERENCES

◆ In what may be the first video on cultural differences as they relate to sexual harassment, peer harassment, and rape, the University of Oregon explores four scenarios, each involving an international woman in a different situation.

The first scenario, "Too Much To Drink," involves an African female student at a campus party; the second, "Running," involves a western European female student who goes jogging; the third, "Too Friendly," involves a Japanese female student visiting her friendship family for a meal, and the fourth, "Not So Hot Date," involves a Latin American female student who accepts a date in a dorm room alone with her boyfriend. A six-page study guide accompanying the video suggests questions about

stereotypes, power, gender, culture, communication, sexual harassment, and sexual abuse. Suggested behaviors are also discussed.

The 25-minute video, "'But I Thought You Wanted To'—Cultural Differences in Incidents of Rape and Sexual Harassment," costs \$25.00 plus \$3.50 for shipping and includes the study guide and an evaluation form. Contact the Electronic Division, University of Oregon Bookstore, P.O.Box 3176, Eugene, OR 97403.

RESOURCE: SEXUAL HARASSMENT

♦ "Sexual Harassment in Higher Education: From Conflict to Community" briefly covers a wide range of issues, describing sexual harassment and the legal implications, the kinds of behaviors involved, how often sexual harassment occurs and to whom, and what steps institutions should take to eliminate it. The last chapter of this 86-page book discusses how administrators and those involved with curriculum, teaching, student services, and athletics can create community from conflict. A 10-page list of references is also included.

Written by Robert O. Riggs, Patricia H. Murrell, and Joanne C. Cutting, the book is available for \$17.00 from the ERIC Clearinghouse on Education, School of Education and Human Development, The George Washington University, One Dupont Circle NW, Suite 630, Washington, DC 10036-1183.

SEXUAL ASSAULT

HOW TO ADJUDICATE SEXUAL ASSAULT CASES ON CAMPUS

♦ A comprehensive curriculum for training campus judicial boards that deal with sexual assault cases has been developed by the State Council of Higher Education for Virginia. But the 66-page training manual offers much more. Its coverage of such issues as gathering evidence, planning the hearing environment, and making decisions, as well as handling pre-hearing and post-hearing activities such as followup with accused, accuser, witness and support persons, parents, and committee members will be of help to persons evaluating and advocating for effective and fair policies and procedures.

A 10-page facilitator's guide includes information on exercises and on coordinating the training exercises and materials with the accompanying 25-minute video. The cost for the training manual, facilitator's guide, and video is \$75.

Prepared by Vicki Mistr, Steven M. Janosik, Anne C. Schroer-Lamont, Lawrence A. Tucker, and Rebecca Weybright, all of whom consult on campus sexual assault, the materials are available from the State Council of Higher Education for Virginia, 101 N. 14th Street, 9th Floor, Richmond, VA 23219. (Mistr is well-known for her work for the Council on campus sexual assault.)

ATHLETICS

\$1.35 MILLION TO MALE COACH WORKING FOR WOMEN'S EQUITY

♦ Jim Huffman, former women's volleyball coach at California State University at Fullerton, was awarded \$1.35 million by a jury after he claimed he had been fired because he pressed for equal treatment of female athletes. Huffman claimed he had been dismissed because he and members of his volleyball team had filed a sex discrimination suit against the university. Shortly after that suit was settled, Huffman was fired.

Huffman also received an undisclosed amount for punitive damages because his First Amendment right to free speech was violated.

A similar case involves Rudy Suwara, a male coach of women's volleyball at California State University at San Diego, who claims he was fired because he openly supported a sex discrimination case filed by a parent of one of his players. That case is currently pending. In still another case, Martin Hawkins, former coach of women's basketball at Loyola (IL), is suing that institution, claiming he was fired because of his criticism of the university's record on equity.

EQUITY FOR WOMEN COACHES

♦ Oklahoma State University's women's golf coach received \$36,000 in back pay and damages although the jury also ruled she was

not entitled to the same pay as the coach of the men's golf team. In 1992-93, Ann Pitts earned \$35,712; the men's coach earned \$63,000.

•The former head women's basketball coach at Duquesne (PA) has filed a lawsuit claiming she was paid less than her male counterpart and that she was fired when she refused sexual advances of the university's athletics director. Renee DeVarney also charges that the women's basketball team had fewer assistant coaches and a smaller recruiting budget than the men's team.

•Marianne Stanley, former women's basketball coach at the University of Southern California, was turned down by the U.S. Supreme Court in her bid to regain her job while her \$8 million sex discrimination lawsuit against the institution is pending.

SIXTY-EIGHT PERCENT PAY RAISE FOR WOMEN COACHES

♦Starting next year, the head coaches of women's basketball and gymnastics at the University of Georgia will receive a 69 per cent raise. In the past year, a number of schools have given substantial pay raises to coaches, particularly women's basketball coaches. The Universities of Florida, Iowa, Tennessee, Virginia; Kansas, Florida State, Texas A & M Universities; and Stanford University raised women's salaries to either match or be closer to those of their male counterparts.

A survey of salaries of head coaches by the Women's Basket-

ball Coaches Association found that in NCAA's Division I, the base salary for women head coaches averaged only 59 percent of that of men.

LESBIAN STUDENT SUES COACH FOR \$1.5 IN DAMAGES

♦Vicki L. Yost, a former field hockey player at the University of Maryland, is suing her coach, Margaret L. Meharg, for allegedly forcing her to keep silent about being gay. Yost claims she was pressured when the coach observed her kissing another woman, that the size of her grant was decreased after she admitted being a lesbian, and that she had been threatened with the loss of her scholarship if she continued public displays of homosexuality.

WOMEN'S PARTICIPATION IN SPORTS IS UP

♦In 1992-93, women's participation in college varsity sports was the most ever: 99,859 women. Men's participation increased slightly over the previous year. The survey by the National Collegiate Athletic Association found that 34.8 percent of varsity athletes at NCAA schools were women. For men, the largest participation was in football; for women, outdoor track.

NINETY-YEAR WAIT FOR AWARD TO BE GIVEN TO A WOMAN

♦For the first time since 1901, when Radcliffe women at Harvard had its first team (basketball), the Harvard Varsity Club awarded one

of its citations to a woman athlete. Betty Ritchey, a 1934 alumna, was inducted into the Club's Hall of Fame. Harvard's first "Scholar Athlete," Ritchey was a member of the swimming team and captain of both the basketball and field hockey team; she went on to be a member of the United States Field Hockey Team.

RESOURCES

LOOKING FOR FINANCIAL AID FOR WOMEN?

♦The new 1993-1995 edition of the *Directory of Financial Aids for Women* presents comprehensive information about special resources set aside for women. More than 1,700 scholarships, fellowships, grants, loans, awards, and internships are listed. Each entry provides information about the title, sponsoring organization, purpose, eligibility, remuneration, duration, special features, limitations, number of awards, and deadline dates. Information is also indexed by program title, sponsoring organizations, geographic coverage, subject, and deadline date. Addresses and telephone numbers of state sources of educational benefits and references for 60 other directories of financial aid are also listed.

Written by Gail A. Schlachter, the 506-page directory costs \$45.00 plus \$4.00 for shipping and is available from Reference Service Press, 1100 Industrial Road, Suite 9, San Carlos, CA 94070.

**BIBLIOGRAPHY ON
DISCRIMINATION ON WOMEN
IN HIGHER EDUCATION
AVAILABLE**

◆The American Association of University Professors has developed a short bibliography, "Selected References on Discrimination Issues in Higher Education, Including Some Legal Materials." Send a self-addressed stamped envelope to AAUP, 1012 Fourteenth Street NW, Suite 500, Washington, DC 20005.

**NEW JOURNAL ON WOMEN
AND MINORITIES IN SCIENCE**

◆*The Journal of Women and Minorities in Science and Engineering* will make its debut this year. Aimed at policymakers, educators, and managers, the journal will publish papers that report innovative ideas and programs for classroom teachers, scientific studies, and formulation of concepts related to the education, recruitment, and retention of underrepresented groups in science and engineering.

The first volume will include articles on feminist critiques of science, the teaching of mathematics and sciences, analysis by race/by sex of the effects of activities in elementary schools on students' enjoyment and confidence in doing science, and a description of a model project at the University of South Carolina designed to reach women.

Subscription rates are \$75 (institutions) and \$40 (individuals). For further information write the journal at Begell House Inc. Publishers, 79 Madison Avenue, New York, NY 10016-7892

EDITOR'S CHOICE

Lifting a Ton of Feathers by Paula Caplan

If you've ever tried to make sense out of both subtle and overt gender bias in academe, Paula Caplan's book will be helpful in describing the many forms that gender bias can take. She writes about everything and more than you may have wanted to know about sex discrimination: unwritten rules and impossible proofs, the myths of academe, the maleness of the environment, and other aspects of academic life.

The second half of her book deals with what to do, giving general principles of response as well as what to do in specific situations. Also included is a checklist for a "woman-positive" institution,

data on gender bias, and suggested guidelines for hiring, promotion, and tenure committees. A 37-page bibliography covers both general areas and specific subjects: graduate students; grievances and legal proceedings; job search and hiring; mentors, supervisors and role models; nonregular instructional personnel; older women; research, writing, publishing, obtaining grants; and sexual harassment and safety.

The 273-page book is published by the University of Toronto Press, 340 Nagel Drive, Buffalo, NY 14225 and costs \$18.95 in paper, \$45.00 hardback.

**MENTORING FOR WOMEN IN
SCIENCE**

◆The Association for Women in Science has published "Mentoring Means Future Scientists," which describes its three-year mentoring program designed to encourage and retain undergraduate and graduate women in science. A \$400,000 grant from the Alfred P. Sloan Foundation provided funds for 59 local chapters to conduct mentoring programs, most of which went beyond traditional one-on-one mentoring.

The report describes not only one-on-one programs but also other activities designed to foster retention: small-group discussions meetings, large workshops with prominent speakers, scientific poster sessions, laboratory experience, and exposure to scientific conferences. It discusses what worked and what

did not. The report also covers the special concerns of undergraduate and graduate women, women of color, and students in different fields. Appendices include sample program materials, survey data, and an extensive bibliography listing resources on women in science and on mentoring.

The 160-page report is available for \$14.50 (members) or \$17.50 (non-members) from AWIS, 1522 K Street NW, Suite 820, Washington, DC 20005. A 16-page executive summary is also available: \$4.95 (members) or \$7.95 (non-members).

***Initiatives* Is A Winner...Again!**

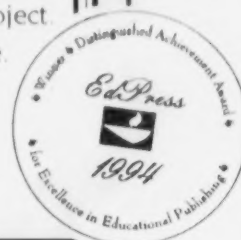
NAWE's award-winning journal, *Initiatives*, has done it again!

The Educational Press Association of America, better known as EdPress, has just announced that two awards have been made to the journal in this year's Distinguished Achievement Awards competition.

EdPress has selected *Initiatives* for its first-ever "Golden Shoestring" Award, the association's top Honor Award for "a publication that has consistently demonstrated excellence in educational publishing despite working with very limited resources." And the *Initiatives* special two-part focus on "Gender Equity in Math and Science" has been honored in the Single-Theme/Publications for Adult Readers category. The prestigious EdPress competition attracts more than 1,500 entries each year.

Editor Patricia Farrant accepted the awards at the EdPress Annual Meeting in Chicago in early June.

Alice Miller served as guest coeditor of the "Gender Equity" issues and Lea E. Williams also made significant contributions to that project. Ron McClellan has served as *Initiatives* designer for over a decade.



ACE/NIP LEADERSHIP AWARD PROGRAM RECOGNIZES ACCOMPLISHMENTS ON BEHALF OF WOMEN

This year, on the 20th anniversary of the American Council on Education/National Identification Program, the Office of Women in Higher Education established an ACE/NIP Leadership award to recognize significant accomplishment in the advancement of women or the women's agenda in higher education. The decision to tar-

OWHE gained heightened awareness about the ingenuity, diligence, and commitment that characterize women across the country whose contributions to higher education deserve recognition.

get this award to a college or university, a governing board, or an ACE/NIP State Program, rather than to an individual, symbolizes the importance of institutionalizing support for women in higher education. The ACE/NIP Executive Board put out a nationwide call for Leadership Award nominations and purposely established broad criteria, inviting projects that focus on women students, faculty members, trustees, administrators, and/or staff, in the hope of identifying and recognizing the most creative initiative.

Donna Shavlik and Judy Touchton of OWHE and members of the ACE/NIP Executive Board were delighted with the overwhelmingly positive response the announcement of the Leadership Award brought. Nominations were received

from around the country and represented a diverse range of creative approaches to advancing the agenda of women in higher education. Projects ranged from student leadership programs to major curriculum development focusing on gender perspectives to political caucuses to projects aimed at supporting minority women.

The ACE/NIP Executive Board had the pleasurable but difficult task of reviewing these wide-ranging nominations, finally singling out the one that we felt had made the most significant contribution. The process involved contacting the nominees to obtain additional information to glean the full scope of each project and to determine its potential to foster a women's agenda in higher education. As a result of these conversations and of the wonderfully supportive letters of nomination that were received, the OWHE gained heightened awareness about the ingenuity, diligence, and commitment that characterize women across the country whose contributions to higher education deserve recognition. The task of selecting a single awardee became so difficult, in fact, that the Executive Board, with the full support of Donna Shavlik and Judy Touchton, made the decision to increase the number of honorees. Thus, in addition to the originally conceived **Leadership Award**, we were able to present two **Letters of Commendation** at the annual ACE/NIP Leaders' Meeting this February.

Leadership Award

Receiving the Leadership Award was the **State of California Black Women's Leadership Conference**.

This 15-year-old initiative has created a successful program of professional development and networking opportunities for black women educators from community colleges.

Letters of Commendation

Letters of Commendation were presented to **Ursuline College**, which used *Women's Ways of Knowing* (Belenky et al.) to transform the institution's curriculum, and to the **State of Vermont**, which for the past decade has run a successful student leadership program for undergraduate women throughout the state.

Congratulations to all the projects nominated and a round of applause for those projects receiving special recognition!

Notes prepared by Dr. Carol A. Moore, Provost and Vice President for Academic Affairs, Mercy College, Dobbs Ferry, NY.

The Center for Women Policy Studies (CWPS)

"People who do advocacy work now don't remember what it was like before," says Leslie R. Wolfe, Executive Director of the Center for Women Policy Studies (CWPS). An independent feminist policy research and advocacy institution, the Center for Women Policy Studies was incorporated as a nonprofit organization on March 1, 1972, to focus on women's issues and to help shape national debate, policy, and laws as they affect women and issues of importance to women. For more than 20 years, the Washington-based Center has played a key role in changing the ways women are viewed and treated in the United States. CWPS's accomplishments include an impressive list of firsts: The Center was first to deal with women's policy issues at the national level, was one of the first to work with the issue of women and AIDS, and was at the forefront in urging Congress to address the topic of credit for women.

Center founders Jane Roberts Chapman and Margaret Gates have noted that there "is no place or organization quite like the Center for Women Policy Studies, in both the breadth and scope of its work. It is continually evolving, taking on new issues, and developing." CWPS examines institutionalized and internalized barriers—legal, economic, social—that block women's full and equal participation in American life. Its activities are designed to change institutions and empower women.

Current Center programs address:

- Educational equity
- Work/family and workplace diversity policies
- Economic opportunity for low-income women
- Violence against women

- Girls and violence
- Women's health
- Reproductive rights and health
- Women and AIDS
- Leadership development

"We empower people from the outside and push people from the inside," Wolfe notes.

A number of Center programs pertain directly to women and postsecondary education. On the issue of welfare reform, for example, a CWPS goal is to ensure that policymakers and educators consider higher education as a means to remediate welfare-related problems. In 1991, the Center convened a national "Brain Trust" on economic opportunity for low-income women to explore higher education as a route to economic self-sufficiency. The Center also considers policy options and strategies to support low-income women's access to and success in higher education. In 1988, the Center launched the Educational Equity Policy Studies Program to explore programs and strategies that work to recruit and retain women and girls of color in mathematics, science, and technology. The Center has also been a leader in defining gender bias in standardized tests.

It is the Center's conviction that sex, race, and class bias throughout society must be addressed simultaneously, that analyses of the status and needs of women must capture their diversity by race, ethnicity, economic status, disability, sexual orientation, and age. Central to CWPS analyses are the diverse interests of women of color. And, since 1987, the Center has worked to fill the vacuum in public discussion and policy debate on women and AIDS.

According to Wolfe, "Nobody outside the government has any idea how much damage was done to the infrastructure under Reagan and Bush." Although the Center has high hopes that the Clinton administration's agenda will continue to include women at all levels of policymaking, and that increased attention will be paid to how policies affect women, Wolfe says that "the Clinton administration has much to do and must have a full eight years to implement it all."

...there "is no place or organization quite like the Center for Women Policy Studies, in both the breadth and scope of its work. It is continually evolving, taking on new issues, and developing."

And the Center for Women Policy Studies expects to continue to play a central role in keeping women's issues near the top of the national agenda.

For information about the Center's work and publications, write to the Center for Women Policy Studies, 2000 P Street NW, Suite 508, Washington, DC 20036.

This profile of the Center for Women Policy Studies was prepared by Gina G. Luke, Assistant to the General Counsel of the American Council on Education. It is based on an interview with CWPS Executive Director Leslie R. Wolfe and on Center publications and materials.

UNIVERSITY OF CALIFORNIA, DAVIS

Mycologist/Plant Pathologist

The Department of Plant Pathology, University of California, Davis, invites applications for an 11-month tenure-track position at the Assistant Professor level that will be available starting September 1, 1994. Closing date for applications is August 31, 1994. For more information concerning the requirements for and responsibilities of this position, and a complete position description, interested parties should contact Dr. James D. MacDonald, Chair, Mycologist Search Committee, Department of Plant Pathology, University of California, Davis, CA 95616. Phone (916) 752-6897, FAX: (916) 752-0121, e-mail (Internet) jdmacdonald@ucdavis.edu.

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**SENIOR ASSOCIATE DIRECTOR
DIVISION of ATHLETICS
UNIVERSITY at BUFFALO**

RESPONSIBILITIES: Reports to Director of Athletics on financial status of all athletics activity; coordinates planning, developing, organizing and administering budgets; supervises monitoring of expenditures and develops financial reports to analyze and identify trends; coordinates and supervises all personnel matters and general resource management.

REQUIREMENTS: Bachelor's degree, preferably in management or accounting; Master's and/or CPA preferred. Minimum 8 years experience in management and accounting including budget preparation and control, management information systems and personnel administration. Must have effective written and oral communication skills. Experience in higher education and Intercollegiate Athletics desirable.

SALARY: Negotiable; commensurate with experience. Full-time, twelve-month, professional staff appointment.

UNIVERSITY: The University at Buffalo, the largest of four university centers within the State University of New York system, is a member of the NCAA [Division I] and Mid-Continent Conference. Student enrollment totals 27,000.

APPLICATION: Send application letter, resume and three professional references [with current phone numbers] by **July 15, 1994** to: Leonard F. Snyder, University at Buffalo, 420 Crofts Hall, Buffalo, New York 14260-7011.

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California State Polytechnic University, Pomona

POSITION ANNOUNCEMENT

VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT

California State Polytechnic University, Pomona, seeks an experienced, energetic professional to provide leadership and direction to its fund-raising and related activities. Cal Poly Pomona, a public university founded in 1938, is noted for its scenic and historic 1,400-acre campus, once the winter ranch of cereal magnate W. K. Kellogg. The campus is located 25 miles east of downtown Los Angeles in the Inland Valley, one of the fastest growing regions in the country. Cal Poly Pomona's 17,000 (13,400 FTES and 59% ethnic minorities) students are enrolled in 55 baccalaureate and 16 master's degree programs with approximately 900 full-time and part-time faculty. The University has been raising \$5-7 million annually in gifts and donations and plans to increase its commitment to advancement efforts in the years ahead.

The Position/Duties and Responsibilities

The Vice President for University Advancement is responsible for planning, organizing, and implementing the University's advancement program, which includes Development, Alumni Affairs, and Public Affairs. The Vice President is also responsible for coordinating the fund-raising activities of the University's six colleges and one school. One of four senior executive officers, the Vice President reports to the President and, as a member of the President's Cabinet, is directly involved in the overall planning and management of the University.

Qualifications

The ideal candidate will have at least five years of executive-level administrative experience in fund-raising and public affairs in higher education or in a large non-profit organization; demonstrated success in fund-raising; and excellent leadership, interpersonal and communication skills, with the ability to work with people of diverse backgrounds. Candidates with an appropriate graduate degree will be given strong preference; a bachelor's degree from an accredited institution is required.

Appointment Date

The University seeks to fill the position by August 1, 1994, but is willing to negotiate a later date as appropriate.

Compensation

Starting salary will be competitive and commensurate with qualifications and experience. The position includes a broad, attractive benefits package.

Nominations and Applications

Letters of interest or nomination should accompany resumes and be sent to:

VPUA Search Committee
c/o Dr. Bob H. Suzuki, President
California State Polytechnic University, Pomona
3801 West Temple Avenue
Pomona, California 91768-4020

Nominees for the position will be invited to apply. All candidates must submit a complete formal application, which will consist of the following: a) a letter of interest, including a statement of how the candidate satisfies the position qualifications listed above; b) a current curriculum vitae; c) the names, titles, addresses, and telephone numbers of five colleagues who can provide current assessments of the candidate's qualifications for the position. Finalists for the position should be prepared to provide three letters of reference upon request. Review of completed applications will begin on May 20, 1994, and will continue until the position is filled.

California State Polytechnic University, Pomona, is an Equal Opportunity, Affirmative Action Employer. Women and minorities are strongly encouraged to apply. The University hires only individuals lawfully authorized to work in the United States.



UNIVERSITY OF CALIFORNIA
SANTA BARBARA

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

PERSONNEL DIRECTOR

The University of California, Santa Barbara invites applications for the position of Personnel Director. The Personnel Director organizes, supervises, and operates a diversified staff personnel program which covers approximately 5,900 employees, with a staff payroll of approximately \$87,300,000 annually. The Director manages: employment, labor & employee relations, training, classification/compensation, records, and for both *faculty and staff*, benefits, vocational rehabilitation, and counseling & career referral services. The Department of Personnel Services has an annual budget of \$1.8 million and a staff of approximately 30 people.

Candidates must possess leadership, management and consensus building skills; knowledge of personnel practices, affirmative action and budgeting. Substantial experience in an area of personnel administration/

human resources is required; including demonstrated experience in recruitment, assessment, development and training needs for a diverse work force. Responsible for advancement and maintenance of Personnel's electronic information systems. College degree required, advanced degree desirable. Salary: \$66,900-\$90,000 per year, commensurate with qualifications and experience. Applications and/or resumes should be submitted by July 1, 1994. Please refer to job number 94-05-020.

Send materials to:

Linda Raney
University of California, Santa Barbara
Administrative Services
4129 Cheadle Hall
Santa Barbara, CA 93106-3160

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ETCETERA

call for papers.

Achieving Gender Equity in the Classroom and on the Campus—The Next Steps

The American Association of University Women welcomes papers for its symposium, *Achieving Gender Equity in the Classroom and on the Campus—The Next Steps*, to be held June 22–24, 1995, in Orlando, Florida. Topics will address: advancing the status of women employees in public and higher education; achieving equity for women/girl students; and fostering a woman/girl-friendly campus/school climate.

Papers must be postmarked by Sept. 20, 1994. For details, contact AAUW, 1111 Sixteenth St. N.W., #518C, Washington, DC 20036-4873, 202/785-7759.



Co-sponsors: Association for Continuing Higher Education, Association of Teacher Educators, Center for the Education of Women, and Center for Women Policy Studies

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Washington, DC 20036-6511

UN World Conference on Women: Beijing 1995

The United Nations will hold its Fourth World Conference on Women September 4 to 15 in Beijing, China. The conference is intended to address the Forward-Looking Strategies developed at the Third World Conference on Women held in 1985 in Nairobi, Kenya. In addition to the formal UN conference, there will also be a forum for non-governmental organizations (NGO's). U.S. Regional Preparatory Meetings are being held in different locations throughout the United States.

For information at the Regional Preparatory meetings, contact:
Women's Bureau
Department of Labor
Washington, DC 20210

For information about the UN World Conference on Women, contact:

World Conference
Secretariat
Secretary General World
Conference "Beijing"
2 United Nations Plaza
DC2 1220
New York, NY 10017

For information about the NGO Forum, contact:

NGO Forum Planning
Committee
NGO Forum 95
777 United Nations Plaza,
8th floor
New York, NY 10017

GENDER EQUITY IN MATH AND SCIENCE

The sixteen articles in this special two-part focus of *Initiatives*, the award-winning journal of the National Association for Women in Education (NAWE), explore what we can do to increase the numbers of girls and women who take courses in math and science and consider and enter careers requiring skills in these areas. They provide a useful overview of the current situation, details about successful initiatives and programs, models for replication, strategies for recruitment and retention, psychological and sociological perspectives, and suggestions about what remains to be done to help assure access and equity for girls and women.

Published in 1993

Two issue set: \$26.00 (postage included)

All orders must be prepaid.

Order from NAWE at the address on outside back cover.

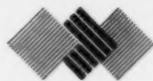
CONFERENCE ON RECONCILING GENDER ISSUES IN HIGHER EDUCATION

The University of Vermont will host a conference on gender issues in higher education, covering a wide range of issues such as transforming the curriculum, pedagogical issues, institutional restructuring, women in non-traditional fields and roles, and promoting professional advancement. Shelia Tobias will keynote the conference.

For information, write the Division of Continuing Education, UVM Conferences, 30 South Park Drive, Colchester, VT 05446-2501.

Initiatives: Journal of the National Association for Women in Education

Sexual Harassment: Persistent Themes/Practical Responses



Call for Manuscripts

In 1983, the National Association for Women in Education (NAWE) published the first journal issue devoted exclusively to the then-emerging topic of sexual harassment on campus. This groundbreaking issue was followed by a two-volume update on harassment later in the decade. Now we are inviting submissions for a special issue of *Initiatives* that will take stock of where we are with respect to the persistent problem of harassment as we approach the middle of the 1990s. We welcome manuscripts on such topics as:

- The sexual harassment/academic freedom debate: Innovative responses
- Harassment and the culture of violence
- Backlash, institutional intrigue, legal battles, and similar hassles. How advocates and others who deal with complaints cope with the personal costs
- Educating culturally and ethnically diverse students about sexual harassment
- Addressing harassment through mediation and conflict resolution techniques
- Fighting sexism in fraternities: Initiatives that work
- Harassment based on race and gender: The situation of women of color
- Less common but still problems: Same-gender and female-to-male harassment
- Beyond policy dissemination: Practical and proven techniques for educating the campus community about harassment
- Peer educators: What works
- The implications of court cases (e. g., *Franklin v Gwinnett*; *Harris v Forklift*)
- Children and teens: Harassment in the K-12 environment
- Resources: Books, films, videos, handbooks

Submission guidelines appear in every issue of the journal. Or, contact the editor.

Address correspondence to:

Dr. Patricia A. Farrant
c/o American College Testing
P. O. Box 168
Iowa City, Iowa 52243

Submission deadline: November 1, 1994



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Send information about membership to the address I have provided above.



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ABOUT WOMEN ON CAMPUS

FYI - HE

VOLUME 3 NUMBER 4

FALL 1994

THE MONEY WATCH

SEXUAL HARASSMENT AND ASSAULT CASES COST UCLA \$1 MILLION

◆ During the last four years, the University of California at Los Angeles has paid more than a million dollars to settle four cases involving sexual harassment, sexual assault, and sexual discrimination.

• UCLA paid \$300,000 to a female student who was sexually assaulted in a dormitory by two men. She charged UCLA with failure to provide adequate security.

• Another \$330,000 went to an employee who charged a married faculty member with rape, molestation, and sexual abuse. The faculty member, who was described by the employee's attorney as a person of "power and prestige within the university," was accused of coercing the employee into having sexual contact, raping her twice in his home, and continuing to harass her on

campus, including locking her in his office to watch him masturbate. The woman eventually suffered an emotional breakdown. The faculty member was suspended without pay.

• A former manager in the Department of Business Enterprises, who supervised over 40 student employees, was paid \$163,000 to settle a complaint in which she accused her supervisor of sexual language and harassment. He unzipped his pants to tuck in his shirt, discussed his vasectomy, and told about going home to have "industrial sex" with his wife.

• The fourth case was settled for \$225,000, paid to a woman who said she was harassed as a result of a medical leave she took because of complications of pregnancy.

UCLA officials said the settlements were confidential in order to protect the victims and to save taxpayers the cost of litigation. The attorney for one of the victims, however, stated that it was the university, and not her client, who insisted that the settlement be confidential.

The cases came to light when the *Daily Bruin*, the student newspaper, obtained a court order after the Chancellor had mentioned the settlements in a 1992 news conference but provided no other information.

UC DAVIS PAYS \$175,000 TO STUDENT HARASSED BY FACULTY

◆ The University of California at Davis paid a female student more than \$175,000 to settle a lawsuit filed against the institution. She charged that her geology professor,

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Philip W. Signor, subjected her to unwanted sexual advances and retaliated against her when she reported his behavior to university officials. Graduate student Donna Hunt is suing Signor separately. She was also guaranteed a \$16,000 per year position as a research assistant until she finishes her doctorate in geology.

OUCH! PROF OUSTED FOR SEXUAL HARASSMENT WINS \$1.5 MILLION JUDGEMENT

♦ A jury awarded \$1.5 million to a former professor who was allowed to resign with an early retirement settlement after he was accused of sexually harassing several students. The University of Puget Sound was then accused of wrongfully discharging Harmon Zeigler by failing to investigate the accusations that he had sexually harassed three students, and failing to follow proper procedures. The judge said that UPS had used undue influence to force Zeigler to accept termination. Four current UPS professors, two of whom admitted having relations with students, testified that they had been warned or reprimanded but were not forced to retire or resign.

Zeigler was the highest paid professor at UPS. The school had not decided whether to appeal the award at this writing.

Eleven days after the Zeigler award, UPS settled another sexual harassment case with Beth Kalikoff, a former untenured English professor who charged she had been denied tenure because she

helped two female students file sexual harassment complaints against two tenured male English professors. The amount of the settlement was undisclosed.

OUCH AGAIN! BENNINGTON PROF FIRED FOR SEXUAL ASSAULT GETS \$500,000

♦ A Vermont jury awarded \$500,000 to Leroy Logan, who had been dismissed from Bennington College (VT) after he was accused of sexually assaulting a male student. His dismissal came after a committee of faculty, staff, and students found that he had sexually assaulted a student during a semester in Wales.

Logan sued for breach of con-

tract, charging that the committee had restricted his right to defend himself at the hearing by not allowing him to have a lawyer present. Logan's challenge that he was entitled to due process in employment-related matters even though Bennington is a private institution was rejected by the judge before the case came to trial.

In an unusual move, the jury ignored the judge's instructions that they must limit the amount of compensatory damages to \$272,712, the terms of Logan's five-year contract. Whether Bennington will appeal is not known.

VASSAR ORDERED TO PAY \$529,836 TO FEMALE PROF

♦ When Cynthia Fisher did not get tenure as a biology professor, she charged Vassar with discrimination, stating that the school denied her tenure partly because she was older than her peers and married with children and that, for the same reason, she was paid less than men or single women in her department with lesser credentials. The 102-page opinion by Judge Constance Baker Motley noted that in the 30 years before Fisher's tenure review, no married woman had been granted tenure in the hard sciences.

Vassar was also ordered to rehire Fisher for a two-year period.

FORMER ASSOCIATE ATHLETIC DIRECTOR TO RECEIVE \$328,000

♦ California State University at San Jose agreed to pay \$328,000 to its former associate athletic director to settle her suit which charged that

ABOUT WOMEN ON CAMPUS

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The Women's Issues Project of the National Association for Women in Education publishes the quarterly newsletter *About Women on Campus* in cooperation with the Center for Women Policy Studies to provide information about programs, issues, and concerns of women students, faculty, and administrators. Association members receive *About Women on Campus* as part of their \$75 membership fee. Individual subscriptions are \$20 for one year and \$35 for two years. Institutional subscriptions are \$28 for one year and \$50 for two years.

ISSN: 1061 768X

Application to mail 2nd class postage rate pending at Washington, DC. Postmaster: Send address change to *About Women on Campus*, 1325 18th Street NW, Suite 210, Washington, DC 20036-6511.

Volume 3, Number 4, Fall 1994

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The National Association for Women in Education is an independent nonprofit professional organization dedicated to the education and professional and personal development of women and girls. An important force in American education for more than 75 years, the Association is at a crossroads, serving new populations, expanding its services, and developing new and innovative programs to meet the ever-changing needs of women in education.

The National Association for Women in Education does not discriminate on the basis of race, color, national origin, religion, sex, age, affectional or sexual orientation, or disability in any of its policies, procedures, programs, or practices.

Published with support from the Marriott Corporation, Education Services

she had been wrongfully terminated in 1991. Mary Zimmerman had been at San Jose since 1982, serving as women's athletic director until 1987, when the men's and women's departments merged, and then serving as associate athletic director. Zimmerman charged she had been fired because of sex discrimination and her advocacy of gender equity.

San Jose is also being investigated by the U.S. Office for Civil Rights of the Department of Education for violations of Title IX.

KUDOS TO SPECIAL PEOPLE

Three noted feminists have received MacArthur awards in recognition of their innovative contributions.

- Charlotte Bunch, Director, Center for Women's Global Leadership, Douglass College, Rutgers University, New Brunswick, NJ

- Heidi Hartmann, Director, Institute for Women's Policy Research, Washington, DC

- Adrienne Rich, writer and poet

The awards, often called "genius" awards, carry a substantial amount of money. Older recipients receive higher amounts.

Congratulations!

WORKING IN ACADEME

RECRUITING WOMEN: ENCOURAGING THEM TO COME TO CAMPUS

- ◆ Old Dominion University (VA) routinely sends women candidates for positions at the College of Arts and Letters a one-page flyer which describes women at ODU. An introduction discussing ODU's commitment to women is followed by a description of the women's studies program, the university women's caucus, and the women's center. Four women faculty tell how ODU is good for women and the flyer concludes with a message from the dean.

A similar flyer could be used at other institutions. One could also be developed for women students in general. For copies of the flyer, write Dean Charles O. Burgess, Old Dominion University, Norfolk, VA 23529.

NORTHWESTERN WILL GIVE PREFERENCE TO GAYS AND LESBIANS

- ◆ Northwestern University (IL) has promised to actively recruit openly gay and lesbian employees. Although gays and lesbians are often protected against discrimination by internal institutional policies and although some schools state in job advertisements that they do not discriminate on the basis of sexual orientation, Northwestern may be the first to actively recruit gay and lesbian employees.

In March 1993, Northwestern trustees approved a strategic plan

that expands the list of underrepresented groups that the school must recruit, adding openly gay persons, people with disabilities, and veterans.

RESOURCES ON DOMESTIC PARTNER BENEFITS

- ◆ *Domestic Partner Benefits: A Case Study* examines how Stanford University developed and implemented a program to provide fringe benefits to domestic partners of its employees and their children. The monograph, which grew out of an internal report submitted to Stanford's committee on faculty and staff benefits, examines ethical, administrative, legal, and cost issues related to whether the university could extend health benefits, tuition grant benefits, athletic and library privileges and more to a new group of beneficiaries. It discusses definition problems, describes a registration and deregistration process, and provides a sample domestic partner form. Stanford trustees voted to adopt benefits for same-sex partners of employees but did not approve benefits for opposite-sex partners.

The booklet is published as part of the Human Resource Monograph Series of the College and University Personnel Association. Available for \$15 for CUPA members, \$20 for nonmembers, from CUPA, 1233 20th Street NW, Suite 301, Washington, DC 20036-1250.

- ◆ "Equal Pay for Equal Families" describes campus developments in providing domestic partner benefits, discusses many of the issues

described above, and lists 24 universities which offer benefits. The article, by M.V. Badgett, appeared in the May-June 1994 issue of *Academe*, a publication of the American Association of University Professors, pp. 26-30.

SEXUAL HARASSMENT

NEW ORGANIZATION TO DEFEND FACULTY-STUDENT ROMANCES

◆ A new group, open to professors and students, will work to maintain legitimacy of student/faculty romances, including those occurring while a student is enrolled in the professor's class.

Members object to the banning of such relationships, calling it "tyranny" that infantilizes women and rejecting the notion that such relationships can fall under the rubric of sexual harassment. About 50 people belong, according to Barry M. Dank, a sociologist at California State University at Long Beach, who organized the group and is himself involved with a student.

No numbers are available on how many institutions prohibit or warn against such relationships. What is clear, however, is that the fact that a relationship was once consensual is no defense against a subsequent charge of sexual harassment. Often a consensual relationship turns into sexually harassing behavior when the student attempts to leave it.

HIGH-RANKING CIVIL RIGHTS OFFICIAL ACCUSED OF SEXUAL HARASSMENT

◆ Taylor August, director of the regional Office for Civil Rights of the U.S. Department of Education in Dallas, has been accused of sexually harassing members of his staff. The Dallas office is responsible for enforcement of several civil rights laws such as Title IX which prohibits sexual discrimination, including sexual harassment, in educational institutions. The region includes schools in Arkansas, Louisiana, New Mexico, Texas, and Oklahoma.

The Department of Education is investigating the complaint, which was sparked by three Texas members of the U.S. House of Representatives who contacted the Secretary of the Department of Education after they communicated with members of August's staff.

STANFORD UNIVERSITY MEDICAL SCHOOL ACCUSED OF SEXUAL HARASSMENT AGAIN

◆ When neurosurgeon Frances K. Conley told the nation about how she had been sexually harassed by colleagues at Stanford University Medical Center, she received widespread coverage in the nation's press. Now another woman has accused Stanford of not taking sexual harassment complaints seriously. Helen Bae has accused noted psychologist and emeritus professor Seymour Levine of making sexual remarks and touching her in an unwanted and aggressive manner.

Bae's attorney, Jennifer Drobac, earned her bachelor's, master's and law degrees from Stanford; her great-grandfather, industrialist Henry Kaiser, gave generously to the university.

FEDS ISSUE RULES

The U.S. Department of Education has issued a new set of guidelines and regulations:

- Guidelines for the Office for Civil Rights staff on how to investigate racial incidents and harassment against students. The guidelines build on sexual harassment court decisions concerning a hostile environment. (Note: OCR is currently developing materials to provide guidance on dealing with hostile environment sexual harassment.) For further information contact: Jeanette J. Lim, U.S. Department of Education, Room 5036 Switzer Building, 400 Maryland Avenue, SW, Washington, DC, 20202-1174.

- The final regulation for institutions to follow in implementing the Campus Security Act, concerning policies and the reporting of criminal acts on campus. Statistics about the incidence of rape and other sexual offenses including forcible fondling must be included. Among other things the institution must also disseminate its policy concerning sexual assault, what programs it conducts and what procedures should be followed if an assault occurs. The regulation appeared in the *Federal Register*, April 28, 1994.

**SUPREME COURT TURNS
DOWN COLUMBIA'S PLEA ON
LIABILITY FOR SEXUAL
HARASSMENT**

♦ The U.S. Supreme Court has refused to review a federal appeals court decision which ruled that Columbia University was liable for the harassing actions of one of its officials, even though the university had reasonable procedures in place and dealt promptly with the complaint when it arose.

The Supreme Court's decision reinstates a 1990 lawsuit by former student, Sharon Karibian, who charged she was forced into a sexual relationship by Mark Urban,

her supervisor in the development office. Urban maintained that the relationship was consensual. Columbia claimed no liability because they handled the complaint promptly and pressured Urban to resign, which he did. A federal district court accepted Columbia's reasoning and dismissed the case, but the U.S. Court of Appeals for the Second Circuit disagreed, stating that since Urban was a Columbia employee, the school was responsible for his conduct.

Briefs in support of Columbia were submitted by the Commission on Independent Colleges and Uni-

versities in New York and by a group of colleges and universities, including Brown, Johns Hopkins, Princeton, Stanford, the President's Council of the State Universities of Michigan, the Universities of California and Illinois, and others. The briefs suggest that if colleges and universities had to supervise "verbal expression" or monitor employee conduct and speech, this would clash with traditional values of academic freedom and free speech.

Karibian's attorneys argued that when a supervisor uses the employer's authority, he becomes the employer vis-à-vis the employee. "It is the employer, not the victim, who is in the better position to prevent a supervisor from using his delegated authority to sexually harass a subordinate employee and to pay the cost if such harassment occurs."

**COURT RULES EMPLOYERS
ALSO LIABLE FOR POST-
EMPLOYMENT RETALIATION**

♦ The U.S. Court of Appeals for the Third Circuit has held for the first time that an employer is liable for post-employment retaliation against employees who file complaints of discrimination, including sexual harassment. The case involved a New Jersey school teacher who was fired after she charged that her supervisor had made unwanted advances toward her, which she rebuffed. After her dismissal and when she filed charges in state and federal court,

**Are Harassing E-Mail Messages
Electronic Violations of
Stalking Laws?**

Institutions might want to examine their harassment policies and state anti-stalking laws to determine how they will deal with students who threaten other students via e-mail.

A Michigan man has been charged with violating Michigan's anti-stalking law for sending threatening messages via e-mail to a woman he met through a video dating service. After meeting a few times and exchanging messages on their computers, she told him to "get lost."

Andy Archambeau then left a message on the woman's answering machine saying that he had secretly watched her leave work. Although he did not threaten her directly, some of his remarks could be construed as putting her safety in jeopardy. The woman called police, who told Archambeau to have no con-

tact with her by telephone or computer. He sent her additional messages, including a threat to e-mail their "story" to America Online and to her parents and friends, including the comment "This letter is the LEAST of the many things I could do to annoy you."

Dave Bansar, a policy analyst with the Electronic Privacy Information Center in Washington, DC, says that electronic stalking should not be treated any differently than physical stalking. "If it's considered stalking when you send mail through the U.S. Postal Service or over the phone, the same kind of rationale should be used for electronic networks."

Although many institutional sexual harassment policies could be interpreted to cover electronic harassment, few if any do so specifically.

the school began proceedings to revoke her teaching license.

The court ruled that "an ex-employee may file a retaliation action against a previous employer for retaliatory conduct occurring after the end of the employment relationship when the retaliatory act is in reprisal for a protected act within the meaning of [Title VII of the Civil Rights Act] and arises out of or is related to the employment relationship."

Although the case did not involve a postsecondary institution, it covers universities and colleges as employers.

**FEDS AGREE THAT
UNIVERSITY OF MIAMI
RETALIATED AGAINST PROF
WHO FILED HARASSMENT
COMPLAINT**

♦The Equal Employment Opportunity Commission, which enforces Title VII of the Civil Rights Act, has found that the University of Miami purposely discriminated and retaliated against a female professor who filed a sexual harassment complaint against a prominent scholar. (Title VII prohibits employment discrimination, including sexual harassment.)

Vendulka Kubalkova accused Soviet expert Jiri Valenta of sexual harassment. Valenta was dismissed shortly thereafter. Kubalkova is now suing UM, charging that the dean of the Graduate School of International Studies denied her lucrative assignments and perks, such as directing an institute or overseeing a grant.

Charging violations of Title VII, Title IX of the Education Amendments (prohibiting sex discrimination in educational institutions), she is seeking compensation for emotional duress and differences in pay she might have received.

SEXUAL ASSAULT

REAL MEN DON'T RAPE

♦An innovative poster calling on men to help prevent sexual assault has been published by Sexual Assault Services at Rutgers University. Unlike most efforts to prevent acquaintance assault which focus on women as potential victims or as survivors, this poster focuses on men and has a blunt message—that real men respect other people. Entitled "The Real Men of Rutgers," the poster features photos of 12 male students who condemn sexual violence. Participants include athletes, student government leaders, and fraternity members and reflect the many cultures and diverse student groups represented on campus.

Under each student's picture is a short description of his accomplishments and a statement condemning violence against women. Most of the men who were asked to take part in the project accepted.

Created by graduate student Jay Bernhardt, the poster has been placed in residence halls, student

centers, and other busy areas. The idea can be readily adapted for use on other campuses. The poster is available for \$15 from Sexual Assault Services at Rutgers University, New Brunswick, NJ 08903.

NOT WHAT WE MEAN BY EQUALITY: BINGE DRINKING FOR COLLEGE WOMEN ALMOST EQUALS THAT OF MEN

♦A new study indicates that the percentage of women who drink alcohol primarily to get drunk has tripled since the mid-1970s so that it now nearly equals the percentage of men who do so. Thirty-five percent of college women polled in 1993 reported that they drank to get drunk.

Increased rates of drinking have led to high percentages of rape, violence, and accidents. The study revealed that 90 percent of reported campus rapes occur when either the assailant or his victim, or both, have been drinking. Ninety percent of violent campus crimes and 80 percent of campus vandalism also involve alcohol. Sixty percent of college women who had been diagnosed with a sexually transmitted disease such as herpes or AIDS were drunk at the time of infection.

White male students averaged nine drinks a week, followed by Latino men (5.8 drinks), white women (4.1 drinks), and African American men (3.6 drinks). African American women reported the least, averaging one drink a week.

COMPLAINTS ON THE RISE; FEDS GET TOUGHER

Discrimination complaints, especially those concerning sexual harassment, have been increasing. The Equal Employment Opportunity Commission, the agency dealing with discrimination cases under Title VII (which prohibits discrimination against employees) reports that the number of cases involving sexual harassment nearly doubled from 1991 to 1993, to 11,908.

The Office for Civil Rights at the U.S. Department of Education reports that more colleges were cited for discrimination in 1993; findings of sex discrimination cases doubled to 44 from 1992 to 1993. Sexual harassment complaints jumped to 156, in contrast to 40 two years earlier.

COSTS OF SEXUAL HARASSMENT UP

In 1993, employees won twice as much money in sexual harassment charges resolved by the Equal Employment Opportunity Commission as those whose cases were resolved in 1992. The Center for Women in Government reports that approximately 1,500 people won 25.5 million in monetary benefits from their employers in 1993, compared to some 1,300 people who won \$12.7 million the previous year. The money covered back pay, remedial relief, damages, promotions, and reinstatements.

Over 8,000 people in 1993 won non-monetary benefits such as policy changes, training programs, and other measures to stop discrimination.

SEXUAL HARASSMENT CHARGES MORE LIKELY TO BE UPHELD THAN ALL OTHER FORMS OF DISCRIMINATION CHARGES

The Center for Women in Government also reports that a higher percentage of sexual harassment charges, compared to other charges of discrimination, are resolved by the Equal Employment Opportunity Commission with outcomes favorable to the person who made the charge. No reasonable cause was found in only 33.4 percent of the cases during 1993.

College men still drink more than college women; 54 percent of men reported binge drinking in the previous two weeks, compared to 38 percent of the women.

The report was issued by the National Commission on Substance Abuse at Colleges and Universities, with data collected by Columbia University's Center on Addiction and Substance Abuse. Data from other studies were also included.

PENNSYLVANIA: JUST SAYING "NO" TO RAPE IS NOT ENOUGH

◆ In June 1993, the Pennsylvania State Supreme Court ruled that saying "no" to a sexual assault is not enough to prove that a woman was raped. The woman must show proof of "forcible compulsion" or the "threat of force."

The unanimous ruling was seen as a major setback for women who have been sexually assaulted in Pennsylvania; it goes against the

trend to define rape as sexual assault without consent rather than to require proof of force.

The case involved two East Stroudsburg University students. The woman had gone to a male student's room searching for a friend. Robert Berkowitz closed the door, placed her on a bed and had intercourse with her. Berkowitz did not threaten or physically restrain her. The woman did not resist or scream, although she continuously said "no."

In Pennsylvania's sexual assault laws, force is the key issue; the laws do not deal with the issue of consent.

Eleven days after the decision, the state Senate unanimously approved legislation to change state law so that conviction would not require proof of force or threat of force. Similar legislation has been introduced in the Pennsylvania House. Since the decision, at least one rape case has been dropped. It involved a rape charge against a Salvation Army official which was invalidated because the woman did not fight back although she repeatedly told the man to stop.

The ruling affects all students in Pennsylvania colleges and universities who bring criminal charges. It does not affect campus policies which use a definition of rape as sexual assault without consent.

RESOURCE: BOOKLET ON SELF-DEFENSE

◆ No Nonsense Self-Defense: 10 Easy-To-Learn Techniques is a good reference for those interested in self-defense. The 31-page booklet summarizes basic easy-to-learn self-defense moves with clear illustrations. Although probably best used as a reference for those taking self-defense classes, it would be useful to anyone interested in the subject. Available for \$3.95 plus \$2.00 shipping from the AZZIP Company, 16478 Beach Blvd., #330C, Westminster, CA 92683.

FROM AROUND THE CAMPUS

CITADEL ORDERED TO ADMIT WOMAN; APPEALS COURT SAYS NO

◆ A federal judge ruled that The Citadel must admit Shannon Faulkner immediately, but the decision was then overturned by a federal appeals court. Judge C. Weston Houck had declared that excluding women from the college's Corps of Cadets violates the equal protection provisions of the Fourteenth Amendment.

Faulkner applied to The Citadel in 1993, after asking her high school guidance counselor to delete all references to her gender from her application. She was readily admitted (she had a 4.0 grade-point average and a varsity athletic record), but was rejected when the school learned she is female. Under a court order, Faulkner has been attending classes with other cadets, but has not been allowed to live on campus, drill with the cadets, eat with them,

wear the Citadel uniform, or have any other privileges the 1,950 cadets hold. She has described numerous instances of harassment, including lewd and offensive remarks made by cadets and townspeople.

Judge Houck had ordered the school to devise a constitutional remedy for future female applicants, with the aim of instituting it for the 1995-96 school year. Although the possibility had been left open that the school could establish a parallel program for women at another college. The Citadel has so far been unable to find another institution in South Carolina willing to do so. In May 1994, a Virginia judge allowed a parallel program for Virginia Military Institute to be set up at Mary Baldwin College, a private institution for women.

The Citadel and Virginia Military Institute are the only two all-male state-supported colleges in the nation.

This latest decision will be appealed.

HOW TO ADVERTISE IN JOBLINE AND ETCETERA

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1325 18th Street NW, Suite 210
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WOMEN COLLEGE STUDENTS DIETING LESS, ARE HAPPIER

◆ Compared to those of a decade ago, today's college women are dieting less, are weighing about five pounds more, and are happier in general.

A new study of current and former Harvard and Radcliffe undergraduates shows that dieting and eating disorders for women declined about nine percent during the ten-year period. The study also found that women with a history of dieting and eating disorders worry less about their weight ten years later.

In contrast, almost half of the men gained at least ten pounds after college and became dieters by age thirty; some developed eating disorders. Thus, ten years after college, men are less happy with their bodies than they were as students; women became less preoccupied with weight and happier with their bodies during the same period.

The study was conducted by Todd Heatherton of the Harvard psychology department.

MORE WOMEN THAN MEN AT YALE SCHOOL OF MEDICINE

◆ The class of 1998 at the Yale School of Medicine will graduate more women doctors than men: 55 percent of those admitted are women.

NEW CENTER TO STUDY COLLEGE LEARNING ENVIRONMENTS

◆ Hood College (MD) has announced the formation of the Tidball Center for the Study of Educational Environments, to be co-directed by Elizabeth and

Charles S. Tidball, who have worked on issues involving small colleges, undergraduate education and women's colleges.

In 1973, Elizabeth Tidball was the first person to study women's post-college careers. She noted then that graduates of women's colleges are two to three times as likely as women graduates of coeducational institutions to be recognized for their career accomplishments.

A PLACE FOR BATTERED WOMEN STUDENTS

◆ In what may be the first permanent campus shelter for battered women students, Michigan State University has opened a refuge to serve as temporary shelter for women experiencing domestic violence. The

school is also developing education programs for abusers and their victims.

Although rarely talked about, male violence against women students is not uncommon. Most incidents are not reported: Although only five cases were reported at Michigan State in 1993, university police officers believe that at least 15 percent of the 181 assaults reported involved domestic violence.

When physical abuse occurs, some students leave school or transfer to get away from abusive boyfriends. Wives of foreign students may be beaten. Some married women students may also endure violence.

Joanne McPherson, wife of the MSU president, played a major role

LANGUAGE AND GENDER: NOT TRIVIAL

We found these examples in the newsletter of the Margaret Cuninggim Women's Center at Vanderbilt University. They illustrate how the use of the generic "he" and "man" for all humans can not only be sexist but also silly:

"Man, being a mammal, breast feeds his young."

"A gynecologist was awarded a medical award for service to his fellowman."

"The individual's freedom to bear children should not be defined by his education, income, or race."

"A reference to studies of the development of the uterus in rats, guinea pigs and men."

"Menstrual pain accounts for an enormous loss of manpower hours."

We're not sure where these examples originated. If you know, let us know so we can give credit to the author.

in getting the university to open the shelter. The university will coordinate its program with local programs, train volunteers to run it, and train campus police and employees of the medical center to be more aware of the signs of domestic violence.

The shelter can house up to eight people (women and their children) for up to five days. Some campuses can provide shelter for an occasional single battered woman, but the Michigan shelter is the first at a permanent site.

WOMEN IN ATHLETICS

MEN: NOT SUCH GOOD SPORTS WHEN WOMEN PLAY

◆ Being the first woman to pitch in a college baseball game can bring out the worst in other players. When Ila Broders, a first-year student at Southern California College, pitched against the University of California at San Diego, UC San Diego team members called her names and used profanities towards her throughout the game. An SCC spokesperson stated that the players were "very abusive."

Borders said she was "used" to such language and added, "I don't think it should be a gender issue. I'm just an athlete trying to get people out."

It is not known how the UC San Diego coach responded to his team's "unsportsmanlike" behavior.

SEXUAL BEHAVIOR GETS FLORIDA STATE UNIVERSITY ATHLETES IN TROUBLE

◆ Two football players were suspended from their team because of illegal sexual behavior. One student was fined \$500 by local authorities and sentenced to 40 hours on a work crew for illegally tape-recording a sexual encounter with a date. The other was charged by local police with sexual battery.

COURT REFUSES TO FORCE UCLA TO RETAIN MEN'S SWIMMING AND GYMNASTICS TEAMS

◆ UCLA received a go-ahead from a California court to drop men's swimming and gymnastic teams. The court refused to issue a preliminary injunction which would have prevented the school from dropping the teams.

In the summer of 1993, UCLA announced that it would drop the two men's teams and the women's gymnastic team in order to save money. When a group of female gymnasts threatened to file a sex-discrimination lawsuit, UCLA decided to hold on to its female gymnastics team.

ICE HOCKEY FOR WOMEN ON THE MOVE

◆ Women's hockey is engaging more students than ever before. There are now 40 college teams—16 varsity programs, and 24 at the club level. (There are 123 men's varsity teams.) Women's hockey will be a medal sport for the first time at the 1998 Olympics in Japan. Between 1989 and 1993, the number of women's teams recognized by USA Hockey grew from 138 to 269.

EDITOR'S CHOICE

The Stronger Women Get, The More Men Love Football: Sexism and the American Culture of Sports

Here is the definitive book on how sports influences our culture, the psyches of men and women and their relationships with each other. Author Mariah Burton Nelson writes with keen insight and humor as she examines the collision of sports, sexuality and gender relationships.

Despite two decades of feminist gains, men's sports are still fertile ground for learning contempt for women. Nelson describes affairs between coaches and underage female players and gang rapes of women by male athletes. Noting that sports are more than "just a game," she analyzes the culture of sports and the symbolic messages we all receive from them about men, women, love, sex, and power. How sports participation empowers women is also discussed.

The 304-page book is available from Harcourt Brace & Company, New York, NY 10010 for \$22.95.

WOMEN AND SCIENCE

INCREASE OF WOMEN MAJORING IN NONTRADITIONAL FIELDS SLOWS DRAMATICALLY

◆ Although more women than ever are majoring in predominantly male fields, the rate of increase has slowed down considerably. A study by University of Pennsylvania sociologist Jerry A. Jacobs notes that the increase in women is stalling well before parity has been achieved.

Jacobs believes that the reasons for the slowdown are related to the fact that most universities are no longer encouraging women to enroll in nontraditional fields. He also found that when women switch majors, they tend to move to fields dominated by women.

Few institutions keep data about migration of majors; of those that do, few keep it by gender and race for each major. Such information would help determine whether women are more likely than men to drop out of certain fields.

UNIVERSITY OF MICHIGAN OPENS WOMEN'S SCIENCE RESIDENCE HALL

◆ Women considering careers in science, mathematics, and engineering can now choose a residence hall where they can live with others with the same interests. The WISE Wing (Women in Science and Engineering) opened last fall in UM's Couzens Residence Hall and will provide women with numerous opportunities. First-year students will

be able to form peer study groups, attend special workshops and sections of first-year classes in their residence halls, and have opportunities to meet with women scientists, mathematicians and engineers.

Douglass College, the women's college at Rutgers University (NJ) and Pennsylvania State University have similar dormitories for women in math and science.

SEEKING INFORMATION ON AFRICAN-AMERICAN WOMEN IN THE SCIENCES?

◆ You can find a list of sources describing the contributions of African-American women in science, technology, medicine and related disciplines in *African-American Women in the Sciences and Related Disciplines*. If not in your library's general or government documents collection, you can request TB 93-4, LC Science Tracer Bullet Series, from the Library of Congress, Science and Technology Division, Washington, DC 20540.

WHY ARE WOMEN ATTRACTED TO SCIENCE AND WHAT KEEPS THEM THERE?

◆ A study of nearly 600 students at Wellesley College administered at the end of their sophomore year, when majors are chosen, coupled with data from alumnae science and mathematics majors from 1983-1991, suggests that four factors are essential:

- Encouragement from parents, with encouragement from mothers as important as that of fathers

- Mentors who provide consistent encouragement over time and maintain an overall interest in the student's experiences

- Opportunities to do hands-on research (a critical factor in the choice of major and whether women stayed in science after college)

- Comprehensive career advice about a range of science-related jobs.

The information appears in *Paths for Women in the Sciences, Part I*, the first report of a longitudinal study by Paula Rayman and Belle Brett, published by the Wellesley College Center for Research on Women, 106 Central Street, Wellesley, MA 02181-8259. The report costs \$20.00.

WOMEN IN ACADEME OVERSEAS

FIRST WOMEN'S COLLEGE ESTABLISHED IN CHINA

◆ The first women's college opened since the communist takeover in 1949, the International Women's College was founded in May, 1993. It offers a woman-centered curriculum and its president, Li Sizojang, is one of China's foremost scholars in the field of women's studies.

For further information contact the Foreign Affairs Office, Zhengzhou University, Zhengzhou 450042, Hunan Province, People's Republic of China, or contact Professor Maria Jaschok, Fax: 0086-371-3937973.

**AUSTRALIAN FEMALE
FACULTY GUARANTEED
PROPORTION OF
PROMOTIONS**

♦ At least 40 percent of all faculty promotions at Edith Cowan University in Perth, Australia, will go to women. Although women hold one-third of all faculty positions in Australia, the pattern there is identical to that in the United States and elsewhere: the higher the rank, the fewer the women. Women are uncommon at the senior lecturer level and above, but are the majority of tutors and senior tutors.

Edith Cowan already has the highest percentage of women in western Australia; nearly 19 percent of the female faculty hold jobs at the senior lecturer level or above. Department-based selection committees will be expected to include women among all those nominated for promotion. The policy was approved by the federal affirmative action agency and Western Australia's equal-opportunity commissioner. Edith Cowan is the first institution of higher education in Australia to adopt such a policy.

RESOURCES

**LOOKING FOR VIDEOS,
POSTERS, PHOTOS,
MATERIALS ABOUT WOMEN?**

♦ The National Women's History Project has a large number of materials suitable for classrooms at all levels, for displays, and for other uses. Contact them at 7738 Bell Road, Windsor, CA 95492.

**DIRECTORY OF WOMEN
RESEARCH CENTERS**

♦ The *Common Catalogue* is a new directory which lists all member centers of the National Council for Research on Women. Information about the 75 centers includes a description of activities, contact persons, and selected lists of publications.

The appendices include a list of centers willing to sell or exchange mailing lists, center publications which accept advertising, geographical index by state, type of work/center index, type of work/title index, author/administrator index, and an index of keywords.

The 158-page report will be of help to anyone looking for resources, publications, information, and experts in particular areas. Available for \$10.00 from the National Council for Research on Women, 530 Broadway, 10th floor, New York, NY 10012.

**AFRICAN-AMERICAN WOMEN
WRITERS**

♦ Three new books by and about African-American women should serve as resources for women's studies courses as well as for those in English and writing:

• *The Unforgetting Heart: An Anthology of Short Stories by African American Women 1859-1993*, Asha Kanwar, ed. San Francisco: Ann Lute Books, 1993. 292 pp., \$9.95.

• *Wild Women Don't Wear No Blues: Black Women Writers on Love, Men and Sex*, Marita Golden, ed. New York: Doubleday, 1993. 256 pp. \$22.50.

• *Written by Herself: Literary Production by African American Women 1746-1892*, by Frances Smith Foster. Bloomington: Indiana University Press, 1993. 206p. \$12.95.

The books were reviewed in *Feminist Collections* (15:2), Winter 1994, published by the University of Wisconsin System Women's Studies Librarian, 430 Memorial Library, 728 State Street, Madison, WI 53706.

**LOOKING FOR STILL MORE
POSTERS?**

♦ The Organization for Equal Education of the Sexes, Inc., has a series of posters of women of achievement and another set of women at work. The pictures are drawn from diverse cultures, races, and ethnic groups. For their catalogue of nearly 100 posters, send \$2.00 to OEES, P.O. Box 438, Dept. WA, Blue Hill, ME 04614.

**LOOKING FOR GENDER-FAIR
MULTICULTURAL
MATERIALS?**

♦ The Women's Educational Equity Act Publishing Center is a national resource center providing materials appropriate for use in both postsecondary and elementary/secondary settings. The resources cover a wide range of information, such as materials for administrators in community colleges, programs for returning women students, career training, materials aimed at those working with women of color, programs for displaced homemakers, and programs for single mothers.

For a copy of the free catalogue, call 1-800-225-3088.

**DOES GENDER MAKE A
DIFFERENCE IN STUDENT
AFFAIRS ADMINISTRATION?**

♦ Yes, according to *Different Voices: Gender and Perspective in Student Affairs Administration*. The 103-page monograph covers a number of issues from students including differing patterns of knowing, to leadership and management, conflict management, trends and new approaches. Published by the National Association of Student Personnel Administrators, 1875 Connecticut Avenue, NW, Suite 418, Washington, DC 20009-5728. Cost: \$9.95.

**EVERYTHING STUDENTS
NEED TO KNOW**

♦ *The Complete Handbook for College Women: Making the Most of Your College Experience* gives expert advice on being on one's own for the first time, staying healthy and safe, living in a diverse environment, getting along with a roommate, and assertiveness and conflict resolution. Also included are chapters on alcohol and drugs, eating disorders, sexuality, sexual harassment, and sexual abuse. The book will be of help to college-bound women and students already at school as well as administrators and parents.

The 393-page book, written by Carol Weinberg, is available for \$15.95 from New York University Press, Washington Square, New York, NY 10003.

**WORLDWIDE INFORMATION
ABOUT GIRLS AND
EDUCATION**

♦ *Closing the Gender Gap: Educating Girls* is a report which summa-

rizes and ranks the educational status of girls in 112 countries, about 95 percent of the world's population. A Female Education Index and Cost Estimates for Equalizing Enrollment of Girls and Boys include data on the number of female students per 100 males in primary and secondary school and the average number of years of schooling for females.

The Female Education Index ranks countries on a 100-point scale and includes information about infant mortality and average family size. Countries with the largest gender gap in literacy rates are also portrayed in another chart. The gender gap in educational attainment is also shown by region.

Explanatory text describes the several charts and gives additional information about the education of girls. The information is printed on both sides of a 23-1/2 x 22 inch chart that can be hung on a wall.

The full-color chart is the "1993 Report on World Progress Toward Population Stabilization," the fourth in a series of reports by Population Action International, 1120 19th Street, NW, Suite 550, Washington, DC 20036. Available in English, Spanish or French, it costs \$5.00 each, \$4.00 for two or more.

**CENTURY OF WOMEN
DOCUMENTARY ON WOMEN'S
HISTORY AVAILABLE**

♦ "The Century of Women," shown on the Turner Broadcasting System in June 1994 is available on three video tapes. The shows, which portray events and people in the history of women in the United

States, rely heavily on information and pictures from the Schlesinger Library at Radcliffe College. The three-cassette boxed set costs \$49.98; a 224-page book, *The Century of Women*, costs \$24.95. Both can be ordered for \$69.98. To order, call 1-800-308-8080. The videos are appropriate for women's studies and other classes.

**SANDLER JOINS NATIONAL
ASSOCIATION FOR WOMEN
IN EDUCATION**

About *Women on Campus* editor Bernice Sandler has joined the National Association for Women in Education (NAWE) as a Senior Scholar in Residence. She will continue her work speaking at universities and colleges, writing, testifying as an expert witness, and consulting on women's equity issues.

With grants from the Fund for the Improvement of Postsecondary Education (FIPSE) and the Lilly Endowment, Sandler, along with Roberta M. Hall and Lisa A. Silverberg, is currently writing a report on the chilly climate for women in the classroom. The report, which will be available in late spring 1995, will be published and disseminated by NAWE.

Sandler's office is at 1350 Connecticut Avenue NW, Suite 850, Washington, DC 20036. Telephone: 202-833-3331. Fax: 202-785-5605. e-mail: bsandler@tmn.com

ACE Office of Women in Higher Education Convenes Women Presidents' Summit

A call for women presidents to take a leadership role in setting public policy agendas and in shaping society in the twenty-first century characterized the recommendations emerging from the American Council on Education Office of Women in Higher Education's second Women Presidents' Summit in June 1994.

The summit, which drew 33 women presidents from the U.S. and abroad, was designed to stimulate dialogue and ideas and to lay the groundwork for an action agenda at the national and global levels. The Blueprint that grew out of the sessions recognizes that in order to achieve fundamental and far-reaching change, women must forge an ironclad partnership not only among themselves, but with their male colleagues. Once in place, this partnership must strive to view the world through new lenses and to connect not only across gender lines but across lines of culture, class, profession, and nationality.

While the summit produced a lengthy list of recommendations for the role women college and university presidents can play in shaping the next century, three predominant themes emerged.

- **A redefinition of war and peace.** In redefining wars to include forms of violence (e.g., date rape) and discord (e.g., promotion and tenure policies) closer to home on each of our campuses, and rethinking peace as a state of living in which conflict is settled by negotiation, the blueprint encourages women presidents to play a number of key leadership roles: to build on-campus initiatives that emphasize global interconnectedness, to promote the study of foreign languages and internationalizing the curriculum, to encourage the inclusion of conflict management and resolution skills in the curriculum, and to collaborate with other institutions to advance the peace agenda and address issues of poverty that lead to violence.

- **The need to include women in all dialogues and decisions about the economy and the environment.** Women presidents are encouraged to teach by example, conveying concern, on their campuses and in their communities, for environmental impact and for the problems confronting the poor and the working people in our society. They are also encouraged to create networks of post-secondary institutions to work

together on these issues, to examine what has been learned from women's colleges about what is good for education generally, and to work toward establishing a "critical mass" of women in leadership positions in education and other areas.

- **The need to help women effectively integrate their public and private lives.** Women presidents are encouraged to visibly embody their multiple roles, maintaining a balance between a "tough mind and a tender heart," and to support other women in doing the same. In clusters, they can establish linkages with other women's

The Summit Blueprint invites women college presidents around the world to:

- *Expand their vision of society*
 - *Contribute to the process of change*
 - *Build a network that is committed to changing the roles of men and women*
-

groups and use these relationships to educate their male counterparts, to advocate women's perspectives in policy-making processes, to create an environment that is supportive of family life, and to develop an agenda for addressing the issues that cause conflict between our public and private lives.

While the agenda that has emerged from the two summits is a formidable one—one that calls for changing the ways in which almost all of the world's societies work, authors of the Blueprint recognize that the education arena is an important base from which to reconceptualize society. The Blueprint and the summits represent an invitation to women presidents, both across the country and around the world, to expand their vision of society, to contribute to the process of change, and to build a network that is committed to changing the roles of men and women.

Notes prepared by Dr. Carol A. Moore, Provost and Vice President for Academic Affairs, Mercy College, Dobbs Ferry, NY.

The Women's Research and Education Institute

Social Security improved the economic comfort of most seniors but older women's income and the disparity of what men have at retirement versus what women have are quite different. What is needed is a research arm to study all issues for gender differences.

With this comment, made in 1977 by Elizabeth Holtzman, then co-chair of the Congresswomen's Caucus, the first chapter in the history of the Women's Research and Education Institute (WREI) was begun. Betty Parsons Dooley and Susan Scanlan became the first staff members of the Congressional Caucus on Women's Issues research team—today known as the Women's Research and Education Institute, and the Ford Foundation made a generous grant for broadly defined core support. Dooley is currently WREI Executive Director.

For the past 17 years, WREI has been involved in many studies on women. Results of WREI studies on such topics as deinstitutionalization of women, the impact of the Reagan budget on women, child care, health care, parental leave, education, and housing have provided invaluable information for Congress and other policy-makers. In addition to research, the Institute also publishes research reports, prepares briefing papers, and holds conferences.

Taking a bipartisan approach and providing fair, timely, and insightful information, WREI has from its earliest days sought to facilitate and strengthen links between researchers and policy-makers concerned with issues of particular importance to women.

A number of exciting projects are now under way at WREI:

- **WREI Congressional Fellowships.**

Each academic year since 1980, a number of women graduate students have been selected to receive fellowships to work as legislative aides in Congressional offices, where they gain practical, hands-on experience in policymaking in the federal legislative process. Fellows receive stipends for tuition and living expenses and earn graduate credit. This year, the Soros Foundation provided a grant that enabled three women from three Newly Independent States to participate in the program. The WREI fellows enhance the research capacities of Congressional offices, especially with respect to the implications for women of existing and proposed legislation.

- **The American Woman Series.**

WREI has published five comprehensive compendia of information about women in America: their demographics, education, employment, earnings and benefits, economic security, and elected offi-

cials. A recent issue on women and health explores the contradictions and omissions in our health care system. Previous editions have concentrated on elected women, the educational status of women of color, and the legacy of the past three decades of the women's movement. *The American Woman: Where We Stand—Women and Economics* will be released in spring 1996.

• **Women in the Military.** In 1990, WREI received grants from the Department of Labor to study what women do while in the service and what happens to them as they leave it. As the military downsizes active forces, many veterans are unemployed. Nine percent of all those on the unemployment rolls are veterans; for women veterans, the figure is 11 percent. Part of the problem women veterans face stems from the general perception that all veterans are men and that consequently their skills are limited to traditional combat and combat service support areas. But at present, there are more than 250,000 women on active duty as medical care providers, mechanics, pilots, air traffic controllers, military policewomen, and administrators. WREI's project "Hire a Veteran, She's a Good Investment," is intended to link businesses and associations with talented, experienced women veterans.

• **Women in Health.** In 1986, WREI became involved in health care issues, sponsoring a conference with the Congressional Black Caucus and Hispanic Caucus on access to

health care. When Congresswomen picked up this issue, WREI began to concentrate more focus on health care. Their aim is to analyze the status of women in our health care system, especially as Congress endeavors to change the current delivery system.

"Our major concern is how women gain access to preventive care and how they afford it. WREI was the first organization to identify that women spend twice as much as men for health care during their reproductive years. Women pay over 50 percent out of pocket in terms of birth control," Betty Dooley says. Of the possible effects on women of a new health care package, she thinks that "the final health care plan will short-change women, because it appears that what will come out of congress again will rely on where you are in the workforce."

Because more women than men are employed in jobs that do not have health care as a benefit, many do not get preventive health care—like mammograms and pap smears—that saves women's lives, simply because they cannot afford it. Whatever the outcome of new legislation on health care, WREI will continue its efforts to improve public and Congressional awareness of women's struggle to gain equal access to health care. And, until a bill is passed, it will continue to provide to policymakers reliable data on the need to include comprehensive, affordable health care for all women.

WREI emphasizes the provision of research to those who want to make informed decisions about policies that affect women and encourages the development of policy options that recognize the circumstances of women and their families. WREI urges researchers to consider the broader implications of their work, and it fosters the exchange of ideas and expertise between researchers who have technical knowledge and policymakers who are familiar with the realities of the legislative process and of political constraints, thereby promoting informed examination of policies from the perspective of their effects on women.

For information about the *American Woman* series and other WREI publications and activities, contact WREI, 1700 18th Street NW, Suite 400, Washington, DC 20009, 202-328-7070.

This profile of the Women's Research and Education Institute was prepared by Gina G. Luke, Assistant to the General Counsel of the American Council on Education. It is based on an interview with Betty Parsons Dooley, WREI Executive Director, and on Institute publications and materials.

Loyola Marymount University of Los Angeles

Dean, College of Communication and Fine Arts

Loyola Marymount University invites applications for the position of Dean of the College of Communication and Fine Arts. As Senior Academic Administrator of the College reporting directly to the Academic Vice President, the Dean shall provide overall leadership for the College. Candidates should have an earned terminal degree (MFA, PhD), senior administrative experience, teaching and professional experience, and evidence of continuing scholarly/creative work.

Loyola Marymount University, steeped in Jesuit and Marymount traditions, is a comprehensive Catholic institution with emphasis on liberal arts. With a unique presence in Los Angeles, it enrolls 3,800 undergraduate, 1,300 law students, and 1,000 graduate students. The College offers BA and MFA degrees in Communication Arts, with tracks in television production, film production, recording arts, screenwriting, and communication studies. In the Fine Arts, the College offers nationally accredited BA degrees in the disciplines of art and art history, dance, music, and theatre. The College has 40 full-time faculty, 632 undergraduate, and 76 graduate students.

As Senior Academic Administrator, the Dean will be responsible for the planning, development, refinement, and evaluation of all programs in the College; the review of annual departmental budgets; the promotion and evaluation of faculty teaching, research, scholarship, and creative work; the annual review of faculty performance; the recruitment, admissions, records, and advisement of students within the College; in particular, strengthening the College's relationship with the arts and entertainment industry; and the development of resources for the College.

The position is available **July 1, 1995**. The salary range is competitive and dependent upon qualifications and experience. Applications for the position will be received until November 1 or until the position is filled. Applicants should submit a letter of application, a current resume, and the names, addresses, and telephone numbers of three current professional references. **Correspondence should be addressed to: Dr. Joseph G. Jabara, Academic Vice President and Chair, Search Committee, Loyola Marymount University, Loyola Boulevard at West 80th Street, Los Angeles, CA 90045.**

*Loyola Marymount University is an
Equal Opportunity, Affirmative Action Employer.*



**LOYOLA MARYMOUNT
UNIVERSITY**

Augustana College

**Dean of the College and
Vice President for Academic Affairs**

Augustana College, a four-year residential liberal arts institution affiliated with the Evangelical Lutheran Church in America, is seeking nominations and applications for Dean of the College and Vice President for Academic Affairs. Augustana seeks to implement a program of education in liberal arts and professional programs within a Christian context. The Dean of the College is the Chief Academic Officer and reports directly to the President. The Dean of the College is responsible for the development, evaluation, and fiscal management of all academic programs. This individual provides strong leadership for academic programs and faculty development.

Qualifications:

- Earned doctorate.
- Demonstrated commitment to academic excellence as evidenced by a successful record of academic and institutional accomplishment.
- The ability and commitment to energize and build consensus among the diverse constituencies within the college setting.
- A professional with significant ability to manage collaboratively, administratively, and fiscally in a liberal arts setting.
- Exceptional interpersonal, oral, and written skills

Applications should include a current vita, a list of three references, and a brief statement detailing your educational philosophy and your professional development goals.

All nominations and applications should be in the hands of the Search Committee prior to November 1, 1994. Nominations, applications, and inquiries should be directed to:

The Dean and Vice President of Academic Affairs
Search Committee
Augustana College
29th and Summit
Sioux Falls, SD 57197

Augustana College is an equal opportunity employer.

**AMERICAN
COUNCIL ON
EDUCATION**

Director, Business-Higher Education Forum

The American Council on Education is actively recruiting to fill its position, Director, Business-Higher Education Forum. The Forum, founded 1978, is a membership organization of 100 academic and corporate chief executives from major American businesses, colleges and universities. Their goals are to address issues of mutual concern to the corporate and higher education communities, and to build consensus on how the two sectors can collaborate more effectively for the benefit of all society.

Responsibilities

Responsibilities include planning and administering the Forum's agenda, which includes the development of meetings, publications, and programs; the management oversight of the Forum; marketing the Forum to potential members; and serving as a link to national and international organizations on behalf of the Forum.

Requirements

The position requires excellent writing and speaking skills, strong interpersonal skills, experience with project management and fiscal oversight and demonstrated success in fundraising. Ideal candidate will have work experience in both the academic and business communities.

Candidates must have the ability to function in a flat, "hands on" environment and work with both the Council CEO and the governing board of the Forum.

We seek a combination of work and education that would prepare the candidate to oversee this complex highly visible national program.

Salary/Application

ACE offers a competitive starting salary and benefits program and supportive work environment. Resumes and salary requirements should be sent to:

Suzanne Forsyth, Director
Human Resources Department
American Council on Education
One Dupont Circle, NW
Washington, DC 20036

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**AMERICAN
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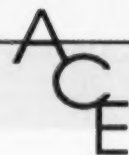
Public Affairs Office

ASSISTANT DIRECTOR

The American Council on Education (ACE), conveniently located near Metro in downtown Washington, seeks a dynamic, creative, entrepreneurial individual to serve as Assistant Director of its active, full-service Public Affairs Office. Extensive experience in public affairs/public relations is required. The Assistant Director works with the Director on planning and executing media and communications strategies, writes speeches, and carries out other writing, editing, and research projects. The Assistant Director also exercises general supervision of a national semi-monthly newsletter. Knowledge of higher education and federal policy issues and familiarity with electronic news media are desirable. ACE provides an excellent benefits package, competitive salary program, and congenial work environment. Screening of resumes will begin in late-August. Send resume and salary requirement to:

**AD Public Affairs Search
American Council on Education
One Dupont Circle, NW, Room 804
Washington, DC 20036**

EOE/AA/H/V



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1995-96

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- Women, minority and community college candidates are especially encouraged to apply.

Application Deadline: November 1, 1994

For further information and application materials contact:

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AMERICAN COUNCIL ON EDUCATION

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- **Beverly Guy-Sheftall**, Spelman College; presenting *Gender Studies in the Liberal Arts Curriculum*
- **Donna Shavlik**, American Council on Education; presenting *A New Social Contract between Women & Men*
- **Cynthia Secor**, Higher Education Resource Services (HERS); presenting *Developing Ourselves as Leaders*
- **Mary Kay Tetreault**, California State University—Fullerton; presenting *Transforming Higher Education for a Diverse Society*

Deadline extended to
December 15, 1994

Call for Manuscripts

Sexual Harassment: Persistent Themes/Practical Responses

In 1983, the National Association for Women in Education (NAWE) published the first journal issue devoted exclusively to the then-emerging topic of sexual harassment on campus. This groundbreaking issue was followed by a two-volume update on harassment later in the decade. Now we are inviting submissions for a special issue of *Initiatives* that will take stock of where we are with respect to the persistent problem of harassment as we approach the middle of the 1990s. We welcome manuscripts on such topics as:

- The sexual harassment/academic freedom debate: Innovative responses
- Harassment and the culture of violence
- Backlash, institutional intrigue, legal battles, and similar hassles. How advocates and others who deal with complaints cope with the personal costs
- Educating culturally and ethnically diverse students about sexual harassment
- Addressing harassment through mediation and conflict resolution techniques
- Fighting sexism in fraternities: Initiatives that work
- Harassment based on race and gender: The situation of women of color
- Less common but still problems: Same-gender and female-to-male harassment
- Beyond policy dissemination: Practical and proven techniques for educating the campus community about harassment
- Peer educators: What works
- The implications of court cases (e. g., *Franklin v Gwinnett*; *Harris v Forklift*)
- Children and teens: Harassment in the K-12 environment
- Resources: Books, films, videos, handbooks

Submission guidelines appear in every issue of the journal. Or, contact the editor:

Dr. Patricia A. Farrant, c/o American College Testing
P. O. Box 168, Iowa City, Iowa 52243

democratic Culture

The fall 1994 issue of *Democratic Culture*, published by Teachers for a Democratic Culture, offers a special focus on issues provoked by the book *Who Stole Feminism? How Women Have Betrayed Women*, by Christina Hoff Sommers. It contains fifteen essays by:

- | | |
|------------------------|--------------------|
| • Nina Auerbach | • Patricia Farrant |
| • Susan Friedman | • Ann Ferguson |
| • Celinda Lake | • Jonathan Entin |
| • Ellen Messer-Davidow | • Russell Eisenman |
| • Myra and David Sadke | • Elizabeth Fay |
| • Laura Flanders | • Dale Bauer |
| • Rebecca Sinkler | • John K. Wilson |
| • Linda Hirshman | |

Teachers for a Democratic Culture supports the right of scholars and teachers to raise questions about the relations of culture, scholarship, and education to politics—not in order to shut down debate on such issues but to open it. It is the view of the organization that the controversies that have been provoked over admissions and hiring practices, the social functions of teaching and scholarship, and the status of such concepts as objectivity and ideology are signs of educational health, not decline.

For information about *Democratic Culture* and Teachers for a Democratic Culture, contact: P. O. Box 6405, Evanston, Illinois 60204. (312) 743-3662; FAX (312) 743-4548; e-mail: jkw@midway.uchicago.edu

About Women on Campus subscribers will soon
be receiving a complimentary copy of
the fall 1994 issue of *Democratic Culture*.



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